

**AUGUST 2015**

DEAR STUDENT:

PLEASE SIGN AND RETURN THIS FORM TO YOUR HOMEROOM TEACHER. YOUR SIGNATURE IS REQUIRED FOR THE RECEIPT OF THE HERITAGE MIDDLE SCHOOL STUDENT AND PARENT HANDBOOK.

YOUR SIGNATURE INDICATES THAT YOU HAVE RECEIVED A COPY OF THE HERITAGE MIDDLE SCHOOL STUDENT AND PARENT HANDBOOK. IT IS YOUR RESPONSIBILITY TO READ AND SHARE THIS INFORMATION WITH YOUR PARENT/GUARDIAN.

HOMEROOM TEACHER \_\_\_\_\_ ROOM \_\_\_\_\_

STUDENT NAME (PRINT) \_\_\_\_\_

STUDENT SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

# Heritage Middle School

**EAST CLEVELAND, OHIO**



**BUFFALO SOLDIERS**

## STUDENT & PARENT HANDBOOK

**2015-2016**

**MS. GILDA ROBERTS  
PRINCIPAL**

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August 2015

Dear Students:

On behalf of the faculty and staff, it is with great pleasure that we welcome you to Heritage Middle School. We hope that this school year will be educationally stimulating and beneficial to you.

The Heritage Middle School Vision is “Improving Student Achievement by Raising the B.A.R.” (*Believing, Achieving, and Receiving*). Middle School is a time of change. Personal responsibility and increased expectations are a part of this transition. The academic rigor and social adjustments are greater at middle school than at elementary schools. You will be expected to attend school regularly, complete all assignments and behave appropriately. Your year will be exciting and filled with many new opportunities.

This handbook is filled with very important information regarding school policy and procedures. Please review the contents of this handbook with your parents. Read all items carefully. Students are responsible for knowing the contents of their handbooks. After you and your parents review the handbook, please feel free to call the school office with any concerns and or questions.

Again, I welcome you to Heritage Middle School and hope that you will help this be our most successful school year ever. **TOGETHER, WE WILL “RAISE THE B.A.R.”** (*Believing, Achieving, and Receiving*) because **TOGETHER, WE CAN.**

Sincerely,

Gilda Roberts  
Principal

## **ASSISTANCE DIRECTORY**

### **SCHOOL PHONE NUMBERS**

Main Office (216) 268-6610

School Fax (216) 268-6617

Lost & Found Main Office – 268-6610

Visitor's Pass Main Office– 268-6610

Attendance Office 268-6613

Nurse's Office 268-6885

Library 268-6610 x8149

## INTRODUCTION

Heritage is a community of individuals – students, teachers, staff, administrators, and parents – working together to provide the maximum opportunity for learning. We recognize that it is everyone’s responsibility to:

Provide all individuals with an education.

Provide all individuals with the rights to citizenship as stated in the United States Constitution and its amendments.

In keeping with this philosophy, it is the responsibility of **ALL MEMBERS** of the Heritage Community to:

1. Bear responsibility to refrain from violation of the fundamental rights of others.
2. Respect the responsibility placed upon the school’s teachers, staff, students, and administrators for maintaining a proper educational climate in the school.

Conduct themselves in a manner as to prevent injury to or the endangering of the morals, health, or safety of themselves or others.

It is the responsibility of **ALL STUDENTS** to:

1. Attend school and classes regularly, unless justifiably excused.
2. Explore, question, think, and learn to the best of their individual abilities.
3. Respect the rights of all Heritage Community members.

It is the responsibility of **ALL TEACHERS, STAFF AND ADMINISTRATORS** to:

Establish and maintain an atmosphere conducive to learning that includes:

- a. Fairness, consistency and sincerity when dealing with students.
- b. Enlightened and inspired classroom teaching.
- c. Respect, courtesy and ethical behavior.
- d. Concern for the needs of students.

It is the responsibility of **ALL PARENTS** to:

1. Support the policies and philosophy of Heritage Middle School.
2. Support their children in the search for academic excellence.

# SCHOOLS

<b>Caledonia Elementary School</b> 914 Caledonia Avenue	<b>268-6690</b>
<b>Chambers Elementary School</b> 14305 Shaw Avenue	<b>268-6640</b>
<b>Mayfair Elementary School</b> 13916 Mayfair Avenue	<b>268-6650</b>
<b>Superior Elementary School</b> 1865 Garfield Road	<b>268-6670</b>
<i>Preschool</i> <i>Superior Elementary School</i> 1865 Garfield Road	<b>268-6670</b>
<b>Heritage Middle School</b> 14410 Terrace Road	<b>268-6610</b>
<b>Shaw High School</b> 15320 Euclid Avenue	<b>268-6468/6469</b>
<b>Small Schools</b> <i>Law, Public Safety and Human Relations</i>	<b>268-6374/6736</b>
<i>Medicine, Science &amp; Technology</i>	<b>268-6515/6516</b>
<i>Shaw Academy High School</i>	<b>268-6889</b>

# IMPORTANT PHONE NUMBERS

<b>Superintendent of Schools</b> Mrs. Myrna Loy Corley	<b>268-6580</b>
<b>Treasurer</b> Mrs. Mary Ann Nowak	<b>268-6587</b>
<b>Administrators</b> <b>Curriculum, Assessment &amp; Instruction</b> Mrs. Paula Elder – Elementary Mr. Kevin Harrell – Secondary	<b>268-6596</b> <b>268-6593</b>
<b>Director of Federal Programs</b> Mrs. Andratesha Fitzgerald	<b>268-7975</b>
<b>Director of Human Resources</b> Mr. Byron Lyons	<b>268-6581</b>
<b>Business Manager</b>	<b>268-6586</b>
<b>Director of Career &amp; Technical Education/Adult Education</b> Dr. John Buckner	<b>268-6491</b>
<b>Director of Pupil Personnel</b> Mr. Dennis Bunkley	<b>268-6689</b>
<b>Administrator of Special Education</b> Mrs. Courtney Jones	<b>268-6474</b>
<b>Assistant Treasurer</b>	<b>268-6659</b>
<b>Communications</b> Mr. Donshon Wilson	<b>268-8011</b>
<b>Technology Department</b> Mrs. Joy Howard	<b>268-8017</b>
<b>Registration</b>	<b>268-6600</b>
<b>Bus Garage</b> Mr. Larry Brown	<b>268-6599</b>
<b>Food Service</b> Ms. Cindy Alekna	<b>268-6645</b>

**EAST CLEVELAND CITY SCHOOLS  
SCHOOL CALENDAR  
2015-2016 SCHOOL YEAR**

Monday, August 24, 2015 ..... Teachers Report

Thursday, August 27, 2015 ..... First day of school for students

Monday, September 7, 2015 ..... **LABOR DAY** – District Closed

Friday, October 16, 2015..... **NEOEAE DAY**– District Closed

Tuesday, November 3, 2015 ..... Optional Teachers Professional Development Day – No Students

Wednesday, November 11, 2015 ..... Parent/Teacher Conferences  
(2:00 p.m. - 5:00 p.m.) & (6:00 p.m. - 8:00 p.m.) - 1:30 p.m. Student Dismissal

Wednesday, Thursday, Friday, November 25, 26, 27, 2015 ..... **THANKSGIVING** – District Closed

Friday, December 18, 2015..... (at the end of the school day) ..... Winter Break Begins  
..... **CHRISTMAS HOLIDAY** – District Closed  
..... **NEW YEAR’S HOLIDAY** – District Closed

Monday, January 4, 2016..... Schools Reopen

Friday, January 15, 2016..... Optional Teachers Work Day – No Students

Friday, January 15, 2016..... OAPSE Staff Development Day

Monday, January 18, 2016 ..... Martin Luther King, Jr. Day – District Closed

Monday, February 15, 2016 ..... **PRESIDENTS’ DAY**– District Closed

Thursday, March 10, 2016 ..... Parent Teacher Conferences (5:00 p.m.-8:00 p.m.)

Thursday, March 24, 2016 ..... Parent Teacher Conferences (5:00 p.m.-8:00 p.m.)

Friday, March 25, 2016..... **GOOD FRIDAY** – District Closed

Monday, March 28, 2016..... Spring Break Begins

Monday, April 4, 2016..... Schools Reopen

Friday, May 27, 2016..... No school for Students-No school for ECEA

Monday, May 30, 2016 ..... **MEMORIAL DAY** – District Closed

Wednesday, June 8, 2016..... Last Day for Students

Thursday, June 9, 2016 ..... Last Day for Teachers

Total Numbers of Days.....	189
Days of Student Attendance .....	178
1 <sup>st</sup> Semester.....	89
2 <sup>nd</sup> Semester.....	89
Holidays.....	5
<i>(LABOR DAY, THANKSGIVING, MARTIN LUTHER KING JR. DAY, PRESIDENTS’ DAY, MEMORIAL DAY)</i>	

**STUDENT DAYS  
2015-2016 SCHOOL YEAR**

WEEK	DATE	DAYS SCHOOL NOT IN SESSION	#OF DAYS IN SESSIONS STUDENTS	# OF DAYS TEACHERS
1.	August 24 – 28, 2015	(Monday) 24 <sup>th</sup> Teachers Report (Thursday) 27 <sup>th</sup> 1 <sup>st</sup> day for Students	2	5
2.	August 31 – September 4, 2015		5	5
3.	September 7 – 11, 2015	(Monday) 7 <sup>th</sup> Labor Day – District Closed	4	5
4.	September 14 – 18, 2015		5	5
5.	September 21 – 25, 2015		5	5
6.	September 28 – October 2, 2015		5	5
7.	October 5 – 9, 2015		5	5
8.	October 12 – 16, 2015	(Friday) 16 <sup>th</sup> NEOEA Day - District Closed	4	4
9.	October 19 – 23, 2015		5	5
10.	October 26 – 30, 2015		5	5
<b>End of First Quarter</b>		<b>Total Days of First Quarter</b>		
1.	November 2 – 6, 2015	(Tuesday) 3 <sup>rd</sup> – Optional Teacher Professional Development	4	4
2.	November 9 – 13, 2015	(Wednesday) 11 <sup>th</sup> , P/T Conferences – 1:30 p.m. Dismissal 2:00 – 5:00/6:00 – 8:00 p.m.	5	5
3.	November 16 – 20, 2015		5	5
4.	November 23 – 27, 2015	(Wednesday) 25 <sup>th</sup> (Thursday) 26 <sup>th</sup> (Friday) 27 <sup>th</sup> Thanksgiving – District Closed	2	4
5.	November 30 – December 4, 2015		5	5
6.	December 7 – 11, 2015		5	5
7.	December 14 – 18, 2015	(Friday) 18 <sup>th</sup> – Winter Break begins at the end of the day	5	5
8.	December 21 – 25, 2015	Winter Break – Schools Closed	0	0
9.	December 28 – January 1, 2016	Winter Break – Schools Closed	0	0
10.	January 4 – 8, 2016	(Monday) 4 <sup>th</sup> schools Reopen	5	5
11.	January 11 – 15, 2016	(Friday) 15 <sup>th</sup> – Optional Teacher Work Day OAPSE Staff Development Day	4	4
12.	January 18 – 22, 2016	(Monday) 18 <sup>th</sup> Martin Luther King Jr.	4	5
<b>End of Second Quarter</b>		<b>Total Days of Second Quarter</b>		
1.	January 25 – 29, 2016		5	5
2.	February 1 – 5, 2016		5	5
3.	February 8 – 12, 2016		5	5
4.	February 15 – 19, 2016	(Monday) 15 <sup>th</sup> President Day – District Closed	4	5
5.	February 22 – 26, 2016		5	5
6.	February 29 – March 4, 2016		5	5
7.	March 7 – 11, 2016	(Thursday) 10 <sup>th</sup> 5:00 – 8:00 p.m. P/T Conferences	5	5
8.	March 14 – 18, 2016		5	5
9.	March 21 – 25, 2016	(Thursday) 24 <sup>th</sup> 5:00 – 8:00 p.m. P/T Conferences (Friday) 25 <sup>th</sup> Good Friday – District Closed	4	4
<b>End of Third Quarter</b>		<b>Total Days of Third Quarter</b>		
1.	March 28 – April 1, 2016	Spring Break – Schools Closed	0	0
2.	April 4 – 8, 2016		5	5
3.	April 11 – 15, 2016		5	5
4.	April 18 – 22, 2016		5	5
5.	April 25 – 29, 2016		5	5
6.	May 2 - 6, 2016		5	5
7.	May 9 – 13, 2016		5	5
8.	May 16 – 20, 2016		5	5
9.	May 23 – 27, 2016	(Friday) 27 <sup>th</sup> – No school for Students-No school for ECEA	4	5
10.	May 20 – June 3, 2016	(Monday) 30 <sup>th</sup> Memorial Day - District Closed	4	5
11.	June 6 – 10, 2016	(Wednesday) 8 <sup>th</sup> Last Day for Students (Thursday) 9 <sup>th</sup> Last Day for Teachers	3	4
<b>End of Fourth Quarter</b>		<b>Total Days of Fourth Quarter</b>		
			<b>Total Days</b>	<b>178</b>
				<b>189</b>



## CURRICULUM NIGHTS 2015-2016 School Year

- Shaw High School ..... Wednesday, September 9, 2015  
*5:00 p.m. - 6:00 p.m.*
- Heritage Middle School ..... Thursday, September 10, 2015  
*5:00 p.m. - 6:00 p.m.*
- Caledonia Elementary School ..... Tuesday, September 15, 2015  
*5:00 p.m. - 6:00 p.m.*
- Chambers Elementary School ..... Wednesday, September 16, 2015  
*5:00 p.m. - 6:00 p.m.*
- Mayfair Elementary School ..... Thursday, September 17, 2015  
*5:00 p.m. - 6:00 p.m.*
- Superior Elementary School ..... Tuesday, September 22, 2015  
*5:00 p.m. - 6:00 p.m.*

## PARENT INVOLVEMENT COMMITTEE MEETINGS 2015-2016 School Year

DATE	TIME
<b>Thursday, October 22, 2015</b>	6:00 p.m. - 8:00 p.m.
<b>Thursday, November 19, 2015</b>	6:00 p.m. - 8:00 p.m.
<b>Thursday, February 25, 2015</b>	6:00 p.m. - 8:00 p.m.
<b>Thursday, April 28, 2015</b>	6:00 p.m. - 8:00 p.m.
<b>Thursday, May 19, 2015</b>	6:00 p.m. - 8:00 p.m.

## **CURRICULUM NIGHT / PARENT TEACHER MEETING NIGHT**

Curriculum Night is an annual event in which teachers are given an opportunity to communicate with parents the key components of the Heritage program. Since this is often the first contact a parent has with the school, it is important that the entire staff present a positive, professional image. The following items should be considered to create a professional image:

1. A clear presentation of your curriculum including your goals, expectations, and homework policy.
2. A display of the materials (*text, supplemental materials, etc.*) used in your class.
3. Bulletin boards, relating to the subject area, should contain examples of student work.
4. A neat attractive room.
5. A signup sheet for future conferences will help parents to understand that open house/parent teacher meeting night is not an individual conference period.
6. A request that parents reinforce school and individual goals.
7. An opportunity for parents to provide input and to ask questions.

Parents with any concerns that are outside the scope of Curriculum Night should request an appointment.

# ATTENTION

## SCHOOL DAY

**CALEDONIA ELEMENTARY SCHOOL**  
914 CALEDONIA  
East Cleveland, OH 44112

**TIME**

**8:30 A.M. – 3:20 P.M.**

**CHAMBERS ELEMENTARY SCHOOL**  
14305 SHAW AVENUE  
East Cleveland, OH 44112

**TIME**

**8:30 A.M. – 3:20 P.M.**

**MAYFAIR ELEMENTARY SCHOOL**  
13916 Mayfair Avenue  
East Cleveland, OH

**TIME**

**8:30 A.M. – 3:20 P.M.**

**SUPERIOR ELEMENTARY SCHOOL**  
1865 GARFIELD ROAD  
East Cleveland, OH 44112

**TIME**

**8:30 A.M. – 3:20 P.M.**

**HERITAGE MIDDLE SCHOOL**  
14410 Terrace Road  
East Cleveland, OH 44112

**TIME**

**8:30 A.M. – 3:10 P.M.**

**WEDNESDAY**

**8:13 A.M. – 2:50 P.M.**

**SHAW HIGH SCHOOL**  
15320 Euclid Avenue  
East Cleveland, OH 44112

**TIME**

**8:15 A.M. – 3:20 P.M.**

**WEDNESDAY**

**9:10 A.M. – 3:20 P.M.**

## **PHILOSOPHY OF EAST CLEVELAND CITY SCHOOL DISTRICT**

The East Cleveland City Schools exist to help all children of the school district realize optimum personal development and to participate in and contribute to their democratic society. As vital parts of the East Cleveland community, the schools serve as social and educational centers.

To these ends, the instructional program emphasizes mastery of fundamental skills while recognizing the dignity and worth of each individual. Our staff must not only impart knowledge, but must also help each student develop a sense of personal responsibility. Children should aspire to achieve to their maximum abilities, displaying determination and perseverance in their studies. In all school programs, the district will stress the importance of cooperation and service in daily living. Furthermore, the district will encourage flexibility within the curriculum enabling students and teachers to adjust to an ever-changing world.

School administrators represent only one aspect of the district's leadership structure. Teachers are extremely valuable in matters of curriculum, classroom management, selection of educational resources, and many other aspects of the schools' programs. Local college faculty members have demonstrated their willingness to assist the East Cleveland City Schools, and the Board will fully utilize their expertise and assistance.

Parents also represent an essential component in the education of their children. The Board will strive to encourage parental participation in every aspect of school operations. Parental involvement may occur within existing organizational frameworks or may require the creation of innovative programs.

The Board also recognizes the importance of listening to and acting upon the expressed needs and aspirations of our students. Students in all of our schools will have a forum where their wishes will be heard and considered objectively.

Regarding curriculum development, the Board feels that there is an urgent need for continuous modification and improvement reflecting the roles and contributions of all groups — racial, ethnic, and religious — within the larger context of American society. The Board will insist that such curricular modifications take place at all grade levels in a judicious fashion as quickly as possible.

The Board will continue to promote improvements in all areas of education within the district. The Board has no intention of favoring one component of the educational process over another. We will direct immediate attention to improving communication among schools. When individuals or groups from any part of the school community have questions regarding district policy and operation of the schools, it is our intention that immediate and definitive answers will be available.

Finally, the Board, which is composed of elected representatives of our community who are charged with the responsibility for the education of our youth, will dedicate itself to promoting positive change impacting all aspects of the educational process. The Board will constantly seek to listen to concerns and evaluate new programs that are brought before it. The East Cleveland Board of Education, by adapting to societal change without losing sight of its overall purpose, will continue to bring to this community the best possible educational system for the district's children.

# **EAST CLEVELAND CITY SCHOOL DISTRICT**

## **OUR MISSION**

We will provide the children of East Cleveland with the academic and life skills needed for each and every one to be a success in the 21<sup>st</sup> Century.

## **OUR CORE VALUES**

### **WE BELIEVE ...**

- Each child's uniqueness has value.
- All children have gifts and can learn.
- True learning means the development of the whole child.
- There is no substitute for the meaningful involvement of parents.
- Partnership with the community is essential.
- Creating an environment conducive to learning is key.
- All staff and stakeholders should operate from a basis of respect, trust, and teamwork.
- High quality education is comprehensive education.
- Building skills means taking a step-by-step approach to what a child is taught.
- Student success demands no less than total commitment.

## **OUR VISION**

**“The East Cleveland City School District will emerge as a District of excellence.”**

# **EAST CLEVELAND CITY SCHOOL DISTRICT**

## **CONTINUOUS IMPROVEMENT PLAN**

**THE DISTRICT CONTINUOUS IMPROVEMENT PLAN** serves as a guide for improving student academic achievement. Data from a variety of programs and assessment instruments has been used to develop the Plan. Every school has also developed a **Building Continuous Improvement Plan**. Listed below are the major goals of the District Continuous Improvement Plan.

### **GOALS**

1. All students in the East Cleveland School District will show improved achievement outcomes through the delivery of timely, rigorous, appropriate instruction that utilizes differentiation strategies daily in Reading, Mathematics and Science.
2. The District will provide learning environments that are safe, drug free, inviting and promote high expectations for all students as evidence by 5% increase each year relative to attendance, a 25% yearly decrease in discipline occurrences, and a 5% yearly increase in the graduation rate.

Contact the Office of the Superintendent at 268-6580 for additional information about the East Cleveland Continuous Improvement Plan.

# **THE EAST CLEVELAND CITY SCHOOL DISTRICT**

## **PARENTAL INVOLVEMENT POLICY**

The East Cleveland City School District Board of Education recognizes that the process for developing successful academic achievement is a joint responsibility of the school and home. Current research indicates that successful home/school partnerships and greater involvement on the part of parents/guardians in the education of their children generally results in higher achievement scores, improved student behavior, and reduced absenteeism. All parent/guardians are encouraged to take an active role in the education of their children.

Each school shall annually establish strategies for developing and maintaining effective communication between the parents of students enrolled in the school and the teachers and administrators assigned to the schools their children attend. Parents shall be provided the opportunity to be actively involved in their children's education and shall be informed of the following:

The importance of the involvement of parents in directly affecting the success of their children's educational efforts.

The importance of consistent and effective communication between the parent/guardian and school officials, i.e., conferences, communications by phone or in writing, visitation, school programs, and parent meetings.

The importance of assisting and supporting their children in classroom learning activities; and

Techniques, strategies, and skills to use at home to improve their children's academic success and to support their children's academic efforts at school and their children's development as future responsible adult members of society.

# **TITLE I PARENT PARTICIPATION POLICY**

It is the administrative policy of the East Cleveland City School District to ensure that parents of Title I students have an opportunity to participate in the design and implementation of our Title I program through the employment of activities that may include but are not limited to the following:

- Informing each child's parents of specific instructional objectives
- Progress reports
- Parent conferences
- Providing suggestions and materials for parents to use at home
- Parent training (*workshops*)
- Parent questionnaires on planning, development, and operation of program
- Responding to parents' recommendations in a timely manner
- Volunteer Assistance
- Parent Coordinators
- Parent Councils

Myrna Loy Corley  
Superintendent of Schools

Andratesha Fritzgerald  
Director of Funded Programs

**EAST CLEVELAND CITY SCHOOLS  
PARTNERS IN LEARNING COMPACT  
STUDENT-PARENT-TEACHER-ADMINISTRATION AGREEMENT – 2015-2016 SCHOOL YEAR**

We know that learning can take place only when there is a combination of effort, interest and motivation. As we are all committed to \_\_\_\_\_'s progress in school, we are going to do our best to promote his/her academic achievement. This agreement is a promise to work together. We believe that this agreement can be fulfilled by our team effort. Together we can improve teaching and learning.

**AS A STUDENT I PLEDGE TO:**

- Attend school regularly and on time.
- Make sure I am in dress code every day.
- Pay very close attention to classroom instruction.
- Work as hard as I can on my school assignments and complete all homework.
- Discuss with my parent(s) what I am learning in school and take home school notices.
- Follow classroom and school rules.
- Ask my teacher questions when I do not understand a concept or process.
- Go to my public or school library at least once a week.
- Limit my television (TV) viewing and read books instead.
- Maintain respectful interactions between students, parent, teachers, staff and myself.

**AS A PARENT I PLEDGE TO:**

- Have my child attend school regularly and on time.
- Make sure my child is in dress code every day.
- Encourage my child to follow classroom and school rules.
- Provide a quiet study time at home and encourage good study habits.
- Find out how my child is progressing by attending conferences, reviewing schoolwork, and calling the school.
- Encourage my child's progress by becoming actively involved in District workshops, school programs, and parent meetings.
- Talk with my child about his/her school activities every day.
- Encourage my child to read by reading to him/her and by reading myself.
- Limit my child's television (TV) viewing and help him/her select worthwhile programs.
- Maintain a respectful interaction between students, teachers, and staff.

**AS A TEACHER I PLEDGE TO:**

- Provide motivating and interesting experiences in my classroom
- Teach appropriate grade level materials to prepare students for proficiency and achievement tests.
- Communicate and cooperate with each parent to ensure the best education possible.
- Find out what techniques and materials work best for the students.
- Encourage students to become problem solvers and lifelong learners.
- Ensure a safe and orderly classroom environment.
- Maintain a respectful interaction between students, parents, and staff.

**AS A PRINCIPAL I PLEDGE TO:**

- Create a welcoming environment for students, parents and staff.
- Communicate to students and parents the school's mission and goals.
- Foster open communication throughout the building.
- Ensure a safe and orderly school learning environment.
- Reinforce the partnership between parent, student and staff.
- Act as the instructional leader by supporting teachers in their classrooms.
- Reinforce the partnership between parent, student, and staff.
- Provide training to foster parent participation.
- Maintain a respectful interaction between students, parents, teachers and staff.

**Please return the bottom portion of this "Partners in Learning Compact" to:**

**HERITAGE MIDDLE SCHOOL**

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent's Signature

**A Title I Initiative (Revised by the Parent Involvement Committee 4/01)**

**East Cleveland City Schools  
Title 1 Parent Involvement Committee**

**MISSION**

We will provide opportunities for the parents of the East Cleveland City Schools to foster increased parent involvement.

**VISION**

All East Cleveland City Schools parent groups will unite to support the academic process to increase student achievement in grades Preschool – 12.

**GOALS**

**1. Increase parent involvement by 50% yearly:**

- Invite and welcome parents to the school.
- Promote family activities/programs in a monthly newsletter.
- Distribute flyers for activities/programs.
- Visit classrooms.
- Call homes.

**2. Create a parent friendly environment:**

- Establish clear areas of need and support so parents know how and where they can best assist.
- Communicate with parents correct procedures for visiting the school and classrooms.
- Positively profile students to their parents as often as possible.
- Acknowledge parent contributions.
- Smile!

**3. Recognize and utilize the talents of our parents toward the achievement of our students:**

- Include parents as speakers during Career Education Activities.
- Involve parents as liaisons in community endeavors between school and other community programs.
- Include parents in our Tutoring / Mentoring / Shadowing programs
- Participate in fund-raisers.

**4. Unite all parents groups in an effort to best utilize each group's unique area of support:**

- Examine goals of each group to find areas of overlap, specificity, and possible collaboration.
- Acquaint parents with function of each group.

**5. Provide resources that create a network of support for parents both at home and school.**

- Training for parents in how to help with reading, homework, social problem solving, organizational skills, etc.
- Connect social organizations with needs of students and parents in non-threatening ways.
- Provide information on testing, district and school goals.

**REVISED 4/11/01**



# 2015 - 2016 Testing Schedule by Date

## 2015-2016 TESTING DATES

As part of the budget, the General Assembly directed the Ohio Department of Education to transition to new assessments for the 2015-2016 school year in mathematics and English language arts.

Per the new law, Ohio will cease the use of PARCC tests in mathematics and English language arts. Instead, the Ohio Department of Education will use our existing contract with the American Institutes for Research (AIR) – which currently provides online science and social studies assessments – to provide Ohio’s math and English language arts tests. The new tests will use the same testing platform and other services that AIR already provides to Ohio. These will be Ohio’s tests and will align to Ohio’s standards. Due to the change in the legislation, Ohio will have a new test schedule which is being developed and *will be posted soon.*

### OHIO GRADUATION TESTS

*All test windows are open to all students required to take the OGT*

- **Fall Administration:** Monday, Oct. 26 through Sunday, Nov. 8, 2015  
(Data file ready for download on Dec. 14, 2015; reports due Jan. 7, 2016)
- **Spring Administration:** Monday, March 14 through Sunday, March 27, 2016  
(Data file due date is to be determined; reports due date is to be determined)
- **Summer Administration (Optional):** Monday, June 13 through Sunday, June 26, 2016  
(Data file date is to be determined; reports due date is to be determined)

*\* Current law requires students to take the OGT for an Ohio high school diploma.*

### ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

- **Spring Administration:** Monday, Feb. 22 through Friday, April 15, 2016  
(Printed family report and score labels due date is to be determined)

### ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR THE 21ST CENTURY (ELPA21)

- **Spring Administration:** Monday, January 11 through Friday, March 4, 2016

### ***OHIO TEST OF ENGLISH LANGUAGE ACQUISITION IS NO LONGER ADMINISTERED***

Last Modified: 5/26/2015 3:02:49 PM

## **RETENTION POLICY**

The East Cleveland City School District Board of Education recognizes that the personal, social, physical and educational growth of children will vary, and thusly, students will receive an education appropriate to their needs.

It shall be the policy of the Board of Education that each student be moved forward in a continuous pattern of achievement and growth that is in correlation with his/her own development.

Such patterns will coincide with the system of grade levels established by the Board of Education and the instructional objectives for each.

1. A student will be promoted to the succeeding grade level or course when he/she has:
2. completed the course and state-mandated requirements at the assigned grade;
3. achieved the instructional objectives set forth at the present grade;
4. demonstrated sufficient proficiency to permit him/her to advance to the next grade level;
5. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience at the next grade.

A student may be retained at his/her current grade level when he/she has:

1. in the opinion of the professional staff, failed to achieve the instructional objectives set forth at the current grade level that are necessary requisites for success at the succeeding grade level or course
2. scored at the below basic level on state-mandated assessment(s)

A student may be placed at the next level when retention would no longer serve in the best interest of the student.

The East Cleveland City Schools Board of Education authorizes the Superintendent to implement this Retention and Promotion Policy effective with the 2007-2008 school year.

## **ACCESS RIGHTS – CUSTODIAL/NON-CUSTODIAL PARENT(S) POLICY**

By statute, a non-custodial parent, just as a custodial parent has the right to access and receive copies of school records and information, to attend parent-teacher conferences and to be informed about their child's welfare, progress and status. This would include, but not be limited to, access to school records, notification of school events, attendance at parent-teacher conferences, attendance at individual education program meetings, etc. The only exception to this rule is where access by the non-custodial parent is specifically limited or prohibited by court order.

The law generally allows access by both the custodial and non-custodial parent. The school district cannot restrict the rights of the non-custodial parent without notice of a court order providing otherwise. The custodial parent should be responsible for advising the school building and/or school district when a court has issued an order limiting or restricting access by the non-custodial parent and provide a copy of the order to the school building and/or school district. The parent should further be responsible for providing a copy of any revised orders that affect custody or visitation. If presented with such an order, the building principal and all other administrators, teachers or other persons who have supervision of the child or the child's records should be made aware of the order.

In the event the non-custodial parent has visitation rights such that he or she will pick up the child from school, the school should be informed of this order and be provided a copy of the order before allowing the child to leave with the non-custodial parent without the consent of the custodial parent.

## **HOMEWORK**

*(Out of School Assignments)*

The following statement regarding homework assignments is for the purpose of creating uniformity and clarity within the District and establishing official Board of Education Policy.

The purpose of homework is to help students become self-directing, independent learners. Homework assignments shall support clearly defined school and classroom objectives and shall be used to reinforce or enhance school experiences. Emphasis shall be placed on the value of the assignments to the students.

The immediate purpose of a specific homework assignment may be to:

1. Strengthen basic skills.
2. Extend classroom learning.
3. Stimulate and further interests.
4. Reinforce independent study skills.
5. Develop initiative, responsibility, and self-direction.
6. Stimulate worthwhile use of leisure time.
7. Acquaint parents with the work pupils do in school.

The following principles should guide homework assignments.

1. If the homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood.
2. Pupils should understand not only what to do, but also how to do it.
3. Homework should grow from classroom problems, projects, and concerns.
4. The pupil's total daily homework load and out of school responsibilities must be considered by the teacher when deciding upon the length of any assignment.
5. Homework shall not be assigned simply for the sake of providing busy work.

Homework assignments should be properly evaluated.

## **CURRICULUM**

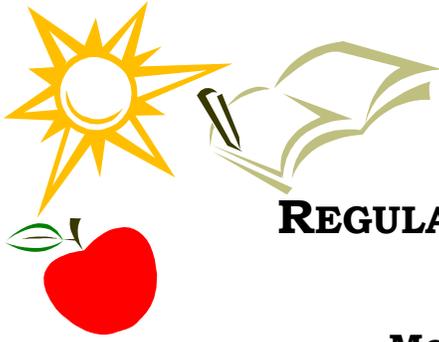
In keeping with the philosophy and goals of the middle school program, the present structure has been instituted in order to better assist students in bridging the gap between the elementary school and the high school. In addition to core subjects, all students will be exposed to a variety of applied arts subjects.

### **CORE SUBJECTS**

- ❖ English
- ❖ Mathematics
- ❖ Science
- ❖ Social Studies
- ❖ Reading
- ❖

### **ENCORE ELECTIVES**

- ❖ Art
- ❖ Career Based Intervention
- ❖ Health
- ❖ Instrumental Music
- ❖ General Music
- ❖ Choir
- ❖ Physical Education
- ❖ Family Consumer Science



## REGULAR BELL SCHEDULE 2015 – 2016

### MONDAY, TUESDAY, THURSDAY & FRIDAY

Periods/Lunch	4 <sup>th</sup> Period Lunch	5 <sup>th</sup> Period Lunch
1 <sup>st</sup>	8:30 - 9:25	8:30 - 9:25
HR	9:25 - 9:35	9:25 - 9:35
2 <sup>nd</sup>	9:40 - 10:35	9:40 - 10:35
3 <sup>rd</sup>	10:40 - 11:35	10:40 - 11:35
4 <sup>th</sup>	11:40 - 12:10	11:40 - 12:35
5 <sup>th</sup>	12:15 - 1:10	12:40 - 1:10
6 <sup>th</sup>	1:15 - 2:10	1:15 - 2:10
7 <sup>th</sup>	2:15 - 3:10	2:15 - 3:10

### EARLY RELEASE ~ WEDNESDAY BELL SCHEDULE

Periods/Lunch	4 <sup>th</sup> Period Lunch	5 <sup>th</sup> Period Lunch
HR	8:13 - 8:30	8:13 - 8:30
1 <sup>st</sup>	8:30 - 9:25	8:30 - 9:25
2 <sup>nd</sup>	9:30 - 10:25	9:30 - 10:25
3 <sup>rd</sup>	10:00 - 11:25	10:30 - 11:25
4 <sup>th</sup>	11:30 - 12:00	11:30 - 12:25
5 <sup>th</sup>	12:05 - 1:00	12:30 - 1:00
6 <sup>th</sup>	1:05 - 1:55	1:05 - 1:55
7 <sup>th</sup>	2:00 - 2:50	2:00 - 2:50

# **ATTENDANCE AND TARDINESS**

## **ATTENDANCE**

Regular attendance is an extremely important factor in achieving a good scholastic record. Work missed through absence from school is difficult to make up. There is no substitute for the actual participation in the daily classroom discussion and work.

Every student is expected to be in school every day unless the student is ill, a member of his/her family is ill and he/she is needed at home, the death of a relative has occurred or observance of a religious holiday is necessary. These are the only reasons for which an absence will be approved. Extended absences must be verified by a doctor.

If a student discovers that he/she will be absent for the day, his/her parent should call the appropriate office (see assistance directory) on the morning of his/her absence. We will not accept this phone call from the student. Even though the phone call has been properly made, **WHEN THE STUDENT RETURNS TO SCHOOL, HE/SHE MUST BRING A WRITTEN EXCUSE SIGNED BY THE PARENT OR GUARDIAN FOR THE SCHOOL'S HEALTH RECORDS.**

Upon returning to school, the student will be issued an admit slip which is to be signed by each of the classroom teachers and given to the last period teacher. Attending school regularly and on time is the responsibility of the parent and the student. Students are required by law to be in regular attendance so long as they are enrolled.

## **UNEXCUSED ABSENCE**

Any unexcused absence may be considered truancy. All truanancies will be referred to the attendance officers and could result in suspension and/or referral to juvenile court.

## **TARDINESS TO SCHOOL**

Students will be allowed to enter the building at 7:55 a.m.

Any student reporting to school after 8:30 a.m. is tardy to school.

First period teachers are responsible for keeping a record of their students' tardiness to school. All students must be in their seats, having already gone to their locker, lavatory, etc. at 8:30 a.m. or they will be considered tardy to school.

**TARDINESS TO SCHOOL CAN BE EXCUSED ONLY UPON PRESENTATION OF A NOTE SIGNED BY A PARENT OR GUARDIAN.** This note must include the student's name, date, homeroom number, and the reasons for tardiness. A phone number where the parent can be reached should also be included.

Tardiness for any reason other than illness, doctor's appointment or family emergency is an unexcused tardiness. Any questionable reasons or notes should be referred to the appropriate office for final determination of status.

## **UNEXCUSED TARDINESS TO SCHOOL**

Students who are tardy to school (after 8:30 a.m.) will report to the Main Office. Appropriate disciplinary action will be taken.

Any student arriving tardy to school – regardless of the time – must report to the attendance office and obtain an admission slip. This policy is in effect per semester.

Any student failing to attend detentions will be subject to suspension from school.

1 <sup>st</sup> Offense	3 unexcused tardies HR Teacher – contact parents
2 <sup>nd</sup> Offense	4 - 5 unexcused to school letter home by administrator
3 <sup>rd</sup> Offense	6 – 8 unexcused tardies 1 – 3 days after-school detention
4 <sup>th</sup> Offense	9 – 12 unexcused tardies 1-3 days in-school suspension
5 <sup>th</sup> Offense	13-15 unexcused tardies 1-3 days Saturday School
6 <sup>th</sup> Offense	15 or more unexcused tardies 1-3 day suspension and/or referral to Pupil Personnel Services (PPS).

## **HERITAGE POLICY ON CLASS CUTTING**

The policies and procedures relating to unauthorized absence from individual classes (class cut) are the following:

1. All teachers must take attendance and check the absence list in every class.
2. All class cuts will be sent to the appropriate office by the end of the current school day.
3. When the first cut is confirmed, the appropriate office will be notified and will initiate contact with the parents for a conference.

## **TARDINESS TO CLASS**

All teachers will admit tardy students to class with or without a pass. Students will be given passing time as determined by the master schedule. Students will use this time to attend to personal needs and at the same time maintain an orderly class change. All students who are found in violation of the foregoing rule will be subject to disciplinary measures. This policy is in effect per semester.

Any student arriving tardy must be admitted to class and disciplined by the classroom teacher, except on the incidences designated below in which case a referral should be written and sent to the appropriate office.

1 <sup>st</sup> Offense	3 unexcused tardies Disciplined by teacher
2 <sup>nd</sup> Offense	4-6 unexcused tardies Parent contact and detention by administrator
3 <sup>rd</sup> Offense	7-8 unexcused tardies Detention / ISS
4 <sup>th</sup> Offense	9-10 unexcused tardies 1-3 days ISS
5 <sup>th</sup> Offense	13-15 unexcused tardies 1-3 days Saturday School
6 <sup>th</sup> Offense	15 or more unexcused tardies 1-3 day suspension and/or referral to Pupil Personnel Services.

## **ATTENDANCE RECOGNITION**

### **PERFECT ATTENDANCE**

Perfect attendance is defined as being present every day that school is in session and having no tardies. A student who is present for the first  $\frac{3}{4}$  day of the day but who may need to be excused not more than the last two periods of the day is considered present. A student who is excused for more than the last two class periods is considered absent for  $\frac{1}{2}$  day.

### **OUTSTANDING ATTENDANCE**

Outstanding attendance is defined as being present every day that school is in session and having no more than six tardies for the period of September through May.

### **GOOD ATTENDANCE**

Good attendance is defined as being absent no more than three days for the year and not tardy more than six times.

# GENERAL RULES & REGULATIONS

Almost every student realizes the need for rules and regulations and understands that the acceptance of these rules and regulations is necessary if any organization is to achieve its stated objectives.

So as to insure that a safe and an educational environment is created, the following rules and regulations have been established regarding student conduct.

## ARRIVAL & DEPARTURE PBIS EXPECTATIONS

### **BE RESPECTFUL**

- Be cooperative and respectful when entering and exiting the building

### **BE RESPONSIBLE**

- Go to and remain in designated area
- Arrive in dress code and ID is visible
- Enter and exit with all required materials home
- Enter and depart at designated time (leave school immediately)

### **BE SAFE**

- Phones and electronic devices should be silent and not visible
- Leave school immediately after dismissal
- Walk or ride bikes on sidewalks and in crosswalks

### **ENTERING THE BUILDING**

1. Students will not be permitted to enter the building prior to 7:55 a.m. during fair weather.
2. During inclement weather, students entering the building prior to 7:55 a.m. will be permitted to enter the cafeteria.
3. Student(s) will be permitted in the building prior to 7:55 a.m. with a written pass from a staff member. The student(s) must go directly to that staff member.

### **SIGNING OUT OF THE BUILDING**

A student is not permitted to leave school property during the school day unless he/she has permission from the principal, appropriate administrator, or the school nurse and the parent grants permission.

If students become ill during the school day, they should secure permission from their teacher to leave the room. Students should report to the nurse or appropriate administrator's office with a pass.

If it is necessary for a student to leave school for any reason other than illness before the end of the school day, **a note stating the reason for early excusal is to be brought to the appropriate office as soon as possible upon entering the building.** All notes will be verified by the office prior to the requested dismissal time. **Failure to bring a written note from home or without a parent/custodian personally coming to school will result in denial of any early excusal request.**

Failure to follow the proper procedure could result in suspension.

## **VISITORS/GUESTS**

All visitors are required to register at the main office. Parents are welcome at all times. Parents who wish to have a conference with teachers must call and arrange a time that is mutually agreeable to both parent and teacher. Parents who wish to visit a class must obtain a visitors pass and will be escorted to the classroom. Former students are not permitted to visit the school except by special written permission from the principal.

## **END OF SCHOOL DAY**

Students are to leave the building immediately upon dismissal. Only those students under the direct supervision of a teacher are to remain in the building at the end of the school day. Students are not permitted to linger or wait for friends in the building.

## **HALLWAYS & STAIRWAYS PBIS EXPECTATIONS**

### **BE RESPECTFUL**

- Use positive language
- Use voice level 3 or lower
- Keep halls neat, clean and free from graffiti
- Listen to all adults and follow directives of all adults

### **BE RESPONSIBLE**

- Walk quietly and directly to your destination
- Have a pass during instructional time
- Go to lockers at assigned times only

## **BE SAFE**

- Walk on the right side of the hallways/stairs**
- Keep your hands, feet and objects to yourself**
- Be aware of personal space and respect boundaries**
- Use building fixtures as they were designed**

## **HALLWAY**

1. Everyone should keep to the right and pass as quickly and as quietly as possible through the halls.
2. Pupils should avoid collisions by watching where they are going. If one accidentally collides with another, one should remember to say, "Pardon me" or I'm sorry".
3. If one pupil causes another to drop books, be courteous enough to help pick them up.
4. Persons leaving a room should be thoughtful of those who may be entering and should not rush wildly out of the classroom door.
5. Passageways should never be blocked by pupils who stop in the middle of the halls to talk to friends.
6. Hats or head coverings are not to be worn in buildings.
7. It is very bad taste to whistle, sing, shout or scuffle in the halls.
8. Lockers should be kept in order. If one causes clothing or books to drop from a locker, one should be sure to put them in place again. Lockers should not be used as dressing rooms.
9. Pupils who have real school spirit will help to keep the halls, stairs, and lavatories clean and free from pencil and crayon marks.
10. When a visitor is seen standing in the hall by a pupil, the student should notify a teacher so that the visitor can receive appropriate assistance.

## **ASSEMBLY PBIS EXPECTATIONS**

### **BE RESPECTFUL**

- **Listen attentively and participate appropriately**
- **Follow directions the first time given**
- **Show courtesy**

### **BE RESPONSIBLE**

- **Report to events in a safe and orderly fashion with an adult**
- **Exercise patience and cooperation**

### **BE SAFE**

- **Enter & exit in an orderly fashion**
- **Keep hands, feet and objects to yourself**
- **Use school property as intended**

### **ASSEMBLY**

1. Students enter the assembly *quietly* and take a seat at once.
2. Become silent and attentive immediately upon the appearance on the stage of the speaker. Avoid making comments during the performance.
3. Give your undivided attention to the persons who are taking part in the program.
4. Be sure that a musical selection has been completed before applauding.
5. Stamping feet, yelling, and whistling are very poor ways to show appreciation for a good program. Enthusiastic applause when it is not over done, is much more pleasing to the performer.
6. If you enter the assembly after the program has begun, find a seat in the rear of the auditorium as quietly and inconspicuously as possible.

## **CLASSROOM PBIS EXPECTATIONS**

### **BE RESPECTFUL**

- **Listen attentively & speak when it's your turn**
- **Use positive language**
- **Respect self, others & property**

### **BE RESPONSIBLE**

- **Be on time and seated when the bell rings**
- **Have all required materials & be ready to learn**
- **Be in dress code**

### **BE SAFE**

- **Use furniture, equipment and supplies appropriately**
- **Follow all safety procedures**
- **Keep all objects and body parts to yourself**

## **CLASSROOM**

1. When entering the classroom, sharpen your pencil, see that you have all the necessary supplies with you, and go at once to your seat.
2. If you are unavoidably late to a class, be courteous enough not to disturb the teacher and class upon entering the room.
3. Remember that whispering, chewing gum, eating and throwing paper wads are behaviors which are not practiced by Heritage pupils in class.
4. Put your waste paper in the basket.
5. The letters, papers, and books on a teacher's desk are the teacher's private property and should never be read or examined by pupils.
6. Be careful not to interrupt a teacher who is talking to someone else, or to stand so near as to overhear the conversation.
7. Wait your turn for assistance when the teacher is occupied with another pupil.
8. Answer only those questions that are addressed to you. If you wish to ask or answer a question, wait until the teacher has recognized you.

## **CAFETERIA PBIS EXPECTATIONS**

### **BE RESPECTFUL**

- **Use positive language**
- **Interact respectfully with everyone**

### **BE RESPONSIBLE**

- **Use voice level 3 or lower**
- **Raise your hand if you need assistance**
- **Dispose of food in the proper receptacles**

### **BE SAFE**

- **Enter and exit in an orderly manner**
- **Keep hands, feet and objects to self**
- **Wash hands or use hand sanitizer before eating lunch**

## **CAFETERIA**

The cafeteria serves hot food, sandwiches, beverages, and desserts or students may bring a lunch.



### **BREAKFAST / LUNCH PROGRAM**

**IT IS OF VITAL IMPORTANCE THAT PARENTS/GUARDIANS COMPLETE AND RETURN BREAKFAST / LUNCH APPLICATIONS.**

Breakfast and lunch cost will be provided to students based on each lunch application. Students may purchase a la carte items.

All lunches must be eaten **in** the cafeteria. Every student must deposit his own tray and dishes on the cafeteria clearing counter.

During assigned lunch periods, students are to be in the cafeteria.

1. Good manners require that you be quiet and orderly in the school lunchroom just as you would be in the dining room of your home.
2. It is extremely rude to push or elbow your way in line.
3. Be courteous to those who serve the food.
4. Be sure to watch where you are going so as to avoid collision with someone who is carrying food.
5. If you drop a tray or spill food in the lunchroom, be sure to clean it up yourself.
6. Put dishes, trays, and refuse in the proper places before leaving the lunchroom.

## **OFFICE PBIS EXPECTATIONS**

### **BE RESPECTFUL**

- Use voice level 3 or lower
- Use positive language
- Interact with everyone respectfully

### **BE RESPONSIBLE**

- Sign into the office with a pass or referral  
(See Secretary or clerk)
- Accept responsibility for your actions  
without argument

### **BE SAFE**

- Remain seated in designated area
- Keep hands, feet & objects to yourself
- Wait patiently and silently until dismissed

## **OFFICE**

1. Do not interrupt administrators or office assistants. If they are busy, stand near the counter until they look up and recognize you. Then say, “Pardon me,” and state your business quietly and briefly. Remember to say “please” and “thank you.”
2. Wait your turn when there are others ahead of you.

## **I.D. CARDS**

Every student is required to have an I.D. card. I.D. pictures will be taken prior to the opening of school and during the first week of school. I.D. cards must be:

1. Shown prior to being served lunch daily.
2. Shown to check books out of the library.
3. Shown to attend any school function (*games, dances, evening events, etc.*). **There is a \$5.00 fee for a replacement I.D. Card!**

## **CLASSROOM RULES**

- ❖ Enter the room **PROMPTLY** and **QUIETLY** before the bell rings.
- ❖ Be **PREPARED** with all materials.
- ❖ **RAISE YOUR HAND** for permission to speak or to leave your seat and **WAIT TO BE RECOGNIZED**
- ❖ Eating/chewing in class is **UNACCEPTABLE**.
- ❖ **RESPECT** yourself and others.
- ❖ Follow **ALL** directions.

### **REWARDS**

- ❖ Positive recognition
- ❖ Positive incentives
- ❖ Positive reinforcement

### **CONSEQUENCES**

*(Options)*

- ❖ Verbal warning
- ❖ Journal or other written assignment
- ❖ Detentions (lunch/before or after school)
- ❖ Notify parents
- ❖ Time out
- ❖ Counselor referral
- ❖ Team conference (*with/without appropriate administrator, counselor, or parent(s)*)
- ❖ Parent conference
- ❖ Office referral

## **HALLWAY RULES**

1. Speak in a **NORMAL** tone of voice (or lower) at all times
2. **WALK** at all times and keep to the **RIGHT**
3. Follow the directions of **ALL STAFF**
4. **RESPECT ALL** property
5. Go **DIRECTLY** to class. Be on **TIME**
6. **FOLLOW SAFETY RULES** regarding doors/windows/stairways
7. Use the proper up and down stairways to go to another floor
8. Have a **VALID** pass when in the hallway during class time

## **CONSEQUENCES**

*(Options)*

- ❖ Verbal warning
- ❖ Detention
- ❖ Writing behavior journal
- ❖ Conference/Phone call home
- ❖ Referral

## **CAFETERIA RULES**

- ❖ Report to cafeteria with your assigned teacher and sit at your assigned table.
- ❖ Act and speak respectfully (no yelling, pushing, cutting in line, or profanity).
- ❖ Return trays and clean your table area.
- ❖ Take no food or drink from the cafeteria.
- ❖ Go to your locker and lavatory with your assigned teacher.

## **CONSEQUENCES**

*(Options)*

- ❖ Verbal warning
- ❖ Lunchroom cleanup
- ❖ After school detention
- ❖ Cut slip
- ❖ Referral

## **IN-SCHOOL SUSPENSION RULES (ISS)**

1. Report to ISS in dress code
2. Report with your materials (pen, pencil, notebook, textbooks)
3. Follow all ISS rules

### **CONSEQUENCES**

*(Options)*

- ❖ Additional day of ISS
- ❖ Out of school suspension
- ❖ Parent conference
- ❖ Office referral

### **AFTER SCHOOL RULES**

- ❖ Report to detention room after dismissal
- ❖ Report with your materials
- ❖ Remain quiet / no socialization

### **CONSEQUENCES**

*(Options)*

- ❖ Additional day of ISS
- ❖ Out of school suspension
- ❖ Parent conference
- ❖ Office referral

### **AUDITORIUM RULES**

- ❖ Report to the auditorium in a single file line with your teacher.
- ❖ Enter without talking and take your seat.
- ❖ Give all speakers your undivided attention.
- ❖ Become silent when staff members raise their hands – all mouths are closed.
- ❖ Leave the auditorium as directed.

### **CONSEQUENCES**

*(Options)*

- ❖ Verbal warning
- ❖ Disruptive students will not be allowed to attend the next assembly
- ❖ The assembly will be terminated at the discretion of the administrator.

### **OFFICE RULES**

- ❖ Present referral pass
- ❖ Take a seat and remain seated
- ❖ Remain quiet/no socialization

## **PHILOSOPHY OF HOMEWORK**

It is the belief of the East Cleveland City School District that homework is an integral part of the student's academic life and has a definite and useful place in learning. The role of homework as a link between home and school is a vital one. Homework assignments can serve as a means of providing a bond of common effort between parent, student and teacher. As the school and home share more of the responsibility for education in the years ahead, cooperation between home and school is even more imperative to develop a sound and sensible educational program for the student.

As we look forward to an age filled with video discs and cassettes, home computers, and new possibilities for educational TV through cable networks and satellite transmission, it appears that we are on the brink of unprecedented growth of home study.

Homework, then, is essential now and in the future if the student is to maximize his/her educational opportunities.

### **PURPOSES**

According to research, some of the reasons often cited for giving homework are:

1. Usefulness as an act of intellectual discipline;
2. Easing of time constraints on the amount of curricular material to cover;
3. Ability to foster student initiative, independence, and responsibility;
4. Value in supplementing and reinforcing work done in school; and
5. Ability to bring home and school closer together.

Since pupils learn continuously and need time for study beyond the classroom, additional work is assigned by the teacher or undertaken voluntarily by the pupil. This homework is commonly one of the following types: practice, preparation, or extension.

## **HOMEWORK POLICY**

This program is intended to explain the philosophy of the East Cleveland City Schools regarding homework. It offers guidelines which parents and teachers should use in their efforts to help each student achieve success.

So that a student's learning can be efficient and effective it is of vital importance that parents and teachers work together in implementing the **STUDENT HOMEWORK PROGRAM**.

### **PRACTICE**

- ❖ To strengthen basic skills
- ❖ To reinforce newly-acquired or past learning
- ❖ To apply recent studies in a direct and personal way

### **PREPARATION**

- ❖ To research a topic using library skills
- ❖ To study an aspect of the environment
- ❖ To collect and assemble materials for a classroom demonstration
- ❖ To gather and organize information prior to a class discussion

### **EXTENSION**

- ❖ To foster initiative by allowing student choice in expanding on the learning begun in class
- ❖ To apply previous learning built around teacher and student-identified problems
- ❖ To reach out to new understandings through research
- ❖ To increase range and scope of interest

## **GUIDELINES FOR TEACHERS AND PARENTS**

Homework is a four-phase learning activity: planning, instructional procedures, execution, and accountability.

### **PLANNING**

Homework is what a student wants or is expected to do when he/she is not at school. Teachers must weigh carefully the need for homework, and, if such study seems logical and useful, make the basic aim of all homework learning how to learn, not merely preparation and practice. To this end, homework assignments should be well-planned. The following guidelines may be helpful.

1. Make sure assignments:
  - a) Are necessary and useful
  - b) Are appropriate to the ability level and maturity level of students,
  - c) Are well explained and motivated,
  - d) Can be clearly understood by both parent and child, and
  - e) Expand upon, enrich and/or reinforce what has been learned in class.
2. Consider these criteria:
  - a) Ability of student to complete the assignment
  - b) Length of assignment and time needed to complete it,
  - c) Involvement of others at home (parents, community resources, siblings, etc.),
3. Coordinate and integrate homework assignments among teachers and between content areas whenever possible.

## **INSTRUCTIONAL PROCEDURES**

Homework assignments for which students are highly motivated and which they feel are useful will promote learning. Teachers should carefully explain to students any homework accompanying or growing out of the recently acquired learning or new subject matter. Effective homework depends upon clarity of purpose and language. Teachers should also make an attempt to prepare parents for the new work. Suggested methods include the following:

1. Give remedial work during class instruction to help students learn what they do not understand and move them to the point where they can do the work themselves.
2. Devote substantial amounts of time and effort to establishing study habits and learning skills in the elementary grades. This work should extend beyond traditional reading-study skills and library research. Insofar as practical, help young students become familiar with more recently means of storing and retrieving information – computer terminals, video tapes and discs – not to become accomplished researchers, but rather to feel comfortable with the variety of means at their disposal.
3. Show students in all grades how to produce organization in content material and how to use visual aides in the material to be read.
4. Stress student initiative and freedom. Allow students to play a primary role in outlining what the student will be doing, why they are doing it, and what the teacher and/or school expects. Schedule meetings or conferences, when feasible, to explain these matters directly to parents.
5. Require imagination and creativity whenever possible. This does not mean that each assignment should call for an artistic response, but it should provide an opportunity for students to use imagination and creativity in identifying and applying research techniques.
6. Make assignments as individualized as possible. Structure assignments taking into consideration student abilities and interests.
7. Establish a clear-cut procedure for doing homework and turning it in when it is due. This procedure should be shared with parents at the beginning of the school year and should be reviewed periodically throughout the year.
8. Send parents flyers or handouts explaining the nature of the new approach or material, outlining what the student will be doing, why they are doing it, and what the teacher and/or the school expects. Schedule meetings or conferences, when feasible, to explain these matters directly to parents.

## PARENTS ROLE IN HOMEWORK

Homework is a joint effort between parent, students, and teachers. It is a method for keeping the home and school in touch. Parents are able to see what the curriculum is as it is reflected in the assignments students bring home. Students learn to budget time, follow oral and written directions and develop habits of discipline and self-reliance. Teachers are helped to make curricular decisions based on student progress with homework assignments.

### SUGGESTED GUIDELINES FOR TEACHERS AND PARENTS TO FOLLOW:

<b>TEACHERS</b>	<b>PARENTS</b>
<ul style="list-style-type: none"> <li>➤ Provide all students, but particularly the more able, with frequent opportunities to engage in long-term projects which they have helped to develop.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Have your child read each evening.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Give careful consideration to demands on students' time. In the upper grades, especially, make a concerted effort to develop policies and practices that strike a balance between the time demands on various subjects. Teachers in major subject areas should give a minimum of two homework assignments per week. Suggested time allotments by grade levels are:             Grades             K-Optional             1 &amp; 2 – 1 hour             3&amp;4 one and ½ hours per night             5 &amp; 6 two hours per evening</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read to your child each evening (especially at the primary level).</li> <li>➤ Check to see that homework is completed and neatly written.</li> <li>➤ Inquire as to the understanding and accuracy of homework.</li> <li>➤ Provide a regular place for study close to reference books, dictionaries, and other necessary tools such as pencil and paper.</li> <li>➤ Encourage you're your child to try to study at the same time each day. Help your child to determine the amount of time needed for study and to organize an appropriate schedule.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Encourage students in group discussions to express their own feelings about homework and discover common problems associated with study outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Remind your child to use a variety of reading techniques. Skim to get the general idea of material to be read. Read rapidly to study a textbook or reference. Read slowly and carefully for difficult content.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Show students ways to overcome distractions. Elementary and middle school students need opportunities to</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading the assignment over and over again is not the most efficient or effective way to study for a test. Show your child</li> </ul>

<b>TEACHERS</b>	<b>PARENTS</b>
<p>examine problems and solutions together in class. High school students need to be reminded that as individuals they can influence their own success by their decisions about time and place of study.</p>	<p>how to use the study aids in a book (index, table of contents, etc.). Help your child to anticipate questions and to answer them in his/her own words.</p>
<p>➤ Provide parents, as necessary, specific activities or suggestions for helping students transfer school learning to real life experiences.</p>	<p>➤ Provide feedback periodically to your child's teacher pertaining to homework assignments.</p>
<p>➤</p>	<p>➤ Help your child make decisions; ask questions that will cause him/her to think through the situation. Let him/her solve problems.</p> <p>➤ Praise your child for accomplishments and efforts</p> <p>➤ Visit your child's school. Ask the teacher how you can help your child at home.</p> <p>➤ Take your child to the public library. Get your child a library card. Librarians can be very helpful in finding books for your child. You can help by telling them what books your child has read or likes and the librarian can suggest other books that you can read to your son or daughter.</p> <p>➤ Subscribe to a magazine for children. The library has copies you can examine before you make your choice. Ask the librarian which magazines are most popular with children the same age as your child. Getting a personal copy in the mail regularly is an added incentive for children to read.</p>

## **ACCOUNTABILITY**

Homework helps to develop student initiative, independence, and responsibility. Teachers have the challenge of nurturing these qualities. Points to keep in mind are listed.

1. Keep homework records, charts, points, etc. to show how far students have progressed from where they began.
2. Design a method for collecting, checking, and giving feedback to students and parents on homework.
3. Design a method of dealing with students who do not complete their homework such as keeping them after school, subtracting points, etc.
4. Develop a method for getting parents committed to helping their child be accountable for doing homework.
5. Always try to find out the causes or reasons why students have not done the homework and hold student conferences.
6. Communicate with parents on kind and amount of assignments given.
7. Encourage parents to sign and/or write comments on assignments.
8. Give recognition to students for completed homework assignments. This is not to say that grading homework is a desirable practice, but that a student who has spent considerable time completing a task deserves some sort of recognition for having done so. Feedback should be provided:
  - By reviewing homework in class
  - By collecting and checking it; and
  - By providing appropriate reaction or follow up.
9. Consider communicating positive messages to parents when homework is completed.
10. Consider using successfully done homework as a “grade insurance policy” i.e., allowing homework to sometimes prevent low grades due to poor testing.

## **CONCLUSION**

While these guidelines cannot ensure the success of a homework program, they will go a long way toward making homework a significant learning experience.

## **GRADING POLICY**

The system for interpreting class percentage points totals to letter grades is as follows:

90-100	A (4 points)
80-89	B (3 points)
70-79	C (2 points)
60-69	D (1 point)
59 and below	F (0 points)

### **HONOR ROLL – 3.5 THROUGH 4.0 AVERAGE**

### **MERIT ROLL – 3.0 THROUGH 3.49 AVERAGE**

Report cards are sent home at the end of each nine-week grading period. Each report contains a letter indicating academic achievement and a number indicating effort. These grades may appear for some or all of the following subject areas: Reading, Mathematics, P.E., Art, Home Economics, Music, Computer, Social Studies, Science, Health and Foreign Language, and Business Keyboarding.

### **PROGRESS REPORTS**

Reports concerning students' progress in specific subject matter areas are sent to parents at the mid-point of the first three nine-week grading periods. Progress reports for the fourth grading period are issued only to students progressing at an unacceptable rate.

### **REPORT CARDS**

Report cards are issued every nine-week period.

## **9 WEEK GRADING PERIOD**

**1<sup>st</sup> ends – October 30, 2015**

**2<sup>nd</sup> ends – January 22, 2016**

**3<sup>rd</sup> ends – March 25, 2016**

**4<sup>th</sup> ends – June 8, 2016**

These reports to parents are for the purpose of maintaining communication; they provide parents and students with a record of progress being made in all classes. Parents are encouraged to discuss their child's progress at any time during the school year by making an appointment with the guidance counselor to see individual teachers.

## **PROMOTION POLICY**

At the onset of the school year, teachers will present to their students, in writing, the requirements for successful completion of their course. Class work, homework, tests, class participation, and any special projects, (notebooks, term papers, oral reports, journals, etc.) will be considered in determining a student's grade.

Students absent or suspended will be afforded ample opportunity to make up missing class work and homework assignments.

Students have the responsibility upon returning to school following an absence or suspension, to promptly request make up work from teachers. Once the request has been received, teachers will use the following guidelines.

1. A maximum of one week will be allowed for students to complete make up work.
2. Students with an extended period of absence or suspension (longer than one week) will make up work at a pace mutually agreed upon between the teacher and the student. Parent involvement is recommended in this process.
3. Students may receive an incomplete grade on their report card for various extended absences. All incomplete grades are to be made up within two weeks (*ten school days*) after the end of the marking period.

Students must achieve a minimum of 1.0 in each of the four marking periods in order to pass a core class for the year.

Students are to be considered for retention for the academic year if failure occurs in two or more of the following subjects: English, math, science, reading, and social studies; or one of the aforementioned and the equivalent of two applied arts subjects.

## **EXTRA-CURRICULAR ACTIVITIES**

Every effort is put forth to provide opportunities for students to become involved in constructive participation. Extra-curricular activities are encouraged at Heritage but should always be in some way constructive and serve both the individual students and the school society as a whole. Students may join clubs already in existence, or if enough interest is displayed, students may organize new clubs to suit their needs and those of the entire school. A faculty advisor will be necessary for all clubs. Students may join as many clubs as they feel their school will allow. Students are invited and encouraged to participate in clubs, service organizations, and athletic teams.

## **TEXTBOOKS**

Textbooks are provided by the school for student use. When a book is issued it becomes the students' responsibility. You are expected to take care of books, to use them, and return them at the end of the year in the same condition as they were issued. All textbooks are to be covered. Paper from a grocery bag makes a good cover. Textbooks will be checked monthly. A fee will be charged for damaged books. If you lose or severely damage a book, you must buy a replacement. Prices may be obtained from your teacher.

## **FIELD TRIPS**

Field trips are an important aspect of the school curriculum. They extend the learning process beyond the classroom setting. Field trips can enrich and stimulate.

Before students can participate on a field trip, prior parental permission must be obtained.

When students leave the school on a field trip, it is important to remember that you are a representative of Heritage Middle School. The image you project reflects on Heritage, your community, and your family. Therefore, your conduct and manners must be exemplary. Misbehavior will not be tolerated.

## **LIBRARY**

The library is an extension of classroom learning. It is a valuable resource that can be used to enhance the curriculum. Regular use of the library is an enjoyable habit that all can benefit from for the rest of their lives.

The librarian will provide instruction for specific library and research skills in all content areas. These skills are increasingly important in today's ever-changing society. Therefore, all students are entitled to use the library and borrow materials. Students may show their appreciation by respecting the rights and privilege of their fellow students and by careful use of library materials.

The library is open before and after school. The borrowing period varies from one to two weeks. A book may be renewed if there has been no other request. A fine is charged for overdue books. Reserve books may be checked out after school and must be returned before homeroom the following morning. Magazines and materials from the information files are checked out for one day only. Current magazines are not circulated.

Students must pay for all lost and/or damaged books.

## **MEDIA CENTER PBIS EXPECTATIONS**

### **BE RESPECTFUL**

- Take care of books and computers

### **BE RESPONSIBLE**

- Follow all library procedures
- Adhere to district technology policy

### **BE SAFE**

- Push in chairs
- Walk

## **EAST CLEVELAND CITY SCHOOLS**

### **COMPUTER NETWORK / INTERNET ACCEPTABLE USE POLICY**

*“We will provide the children of East Cleveland with the academic and life skills needed for each and every one to be a success in the 21<sup>st</sup> Century.”*

In support of our mission, the East Cleveland City District provides a computer network with access to the Internet for use by East Cleveland students, staff, and community volunteers. The purpose of this network is to prepare our children to compete in a global society by facilitating access to resources, resource sharing, research, and communication. This network is to be used only for legitimate educational, research and administrative purposes consistent with district policy and educational objectives. Each user, as well as a parent or guardian of students, must read and sign the Acceptable Use Policy before being given access to the Internet or electronic mail resources via this computer network. The signature indicates that the party has read and understands this policy, and agrees to abide by its terms and conditions.

Users will be able to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Some material may contain items that are defamatory, inaccurate, controversial, or potentially offensive. The East Cleveland City School District does not condone the use of such material and denies any responsibility for the accuracy, quality, or completeness of any information available on the Internet.

Access to the East Cleveland computer network is a privilege, not a right. Access entails responsibility. Users of the network are responsible for their behavior and communications over the network. The District is not responsible for the communications of individuals using the network.

Network storage areas are the property of the school district. Users should not expect that files stored on district servers will always be private. Network administrators may review the files and communications to maintain system integrity.

Users are responsible for the proper use of their account. Passwords are to be kept confidential. Access to the system via someone else’s account or password is prohibited. No attempts should be made to gain unauthorized access to system programs or computer equipment.

Personal information such as address, telephone number, credit card number, bank account number should not be revealed.

The computer network may not be used for personal financial gain, partisan, political, or illegal activities including, but not limited to, harassment, unauthorized copying or transmission of copyrighted material, obscene, vulgar, threatening, abusive, defamatory, and discriminating remarks.

Vandalism, including uploading or downloading of damaging data or illegal software, is prohibited.

Unauthorized access, use, disruption, destruction, or alteration of information, or equipment is prohibited.

Violation of this Acceptable Use Policy may result in loss of access and could result in other disciplinary and/or legal action.

**EAST CLEVELAND CITY SCHOOLS**  
**COMPUTER NETWORK / INTERNET**

**USER AGREEMENT AND PARENT CONSENT FORM**

In consideration for the privilege of using the East Cleveland City Schools technology and telecommunication resources, and in consideration for having access to the information contained on computer networks, I hereby release the East Cleveland City Schools, its computer networks, and their operators and administration from any and all claims of any nature arising from my use, or inability to use the East Cleveland City Schools network and telecommunication resources.

**USER:**

I understand and will abide by the terms and conditions for use of technology and telecommunications resources and the Internet. I further understand that a violation of the guidelines and regulations outlined is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked and disciplinary and/or appropriate legal action may be taken.

Printed user name: \_\_\_\_\_

Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

User Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

If the user is under the age of 18, the following signature is also required.

**PARENT/GUARDIAN**

As the parent or guardian of the above student, I have read the terms and conditions for use of technology and telecommunications resources. I understand this access is designed for educational purposes and will hold harmless the East Cleveland City Schools for materials acquired by the above student from the network. I understand that some materials on the Internet may be objectionable; therefore I agree to accept responsibility for guiding the above child, and conveying to him/her appropriate standards for selecting, sharing, and/or exploring information and media. Further, I accept full responsibility for supervision of the student if and when usage is not within a school setting. I have read and understand the Computer Network / Internet Access User Agreement and Parent Consent Form.

\_\_\_\_\_ I hereby give permission for my child to access the computer network and Internet.

\_\_\_\_\_ I do not grant permission for my child to access the computer network and Internet.

Printed parent/guardian name: \_\_\_\_\_

Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

User Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Street Address \_\_\_\_\_

Home Telephone \_\_\_\_\_ Daytime Telephone \_\_\_\_\_

**I certify that everything on this form is correct.**

**RETURN THIS FORM TO YOUR CHILD'S SCHOOL LIBRARIAN**

## **REGISTRATION FORMS**

Registration forms are necessary for each student; these forms are an important resource which is kept on file in various offices in the school. Students should print clearly to insure neatness. All students must complete the forms carefully and accurately.

It may be necessary to obtain some information from parents. In addition to the basic information like home address and telephone number, the name, address and telephone number of a third person to contact in the event of an emergency is a necessary safeguard. Students must be sure to obtain parents' business locations and phone numbers.

### **CHANGE OF ADDRESS/PHONE NUMBER**

Students involved in a change of residence and/or change of phone number must notify the appropriate office immediately.

### **HEALTH OFFICE**

The health office is on the first floor center hallway. Report to the clinic if you become ill during the school day or have some other personal or first aid need. The office will make arrangements for you to go home *if necessary*. **Students must have a pass from the class teacher to come to the health office.**

### **LOCKERS AND LOCKS**

Since there are enough lockers for each student, students are not to share lockers. During the first week of school, homeroom teachers will assign a locker to each student.

The lockers are equipped with combination locks.

Students are permitted to use their lockers before school, before and after lunch and after school.

Students are expected to maintain a clean and orderly locker. Regular locker clean outs are scheduled during the year to assist in proper locker maintenance.

## **LOST & FOUND**

Responsibility for one's own personal property and respect for the possessions of others are essential in school. Persons finding articles should turn them in to Room 115 and inquiries concerning lost items should also be made there.

## **PASSES**

In order to eliminate unnecessary problems that occur when students are unsupervised in the halls, only official school passes are to be used. During class time, no student is allowed out of the room without a pass. Students are to be issued individual passes.

Students without passes will be sent back to their classroom or to the appropriate administrative office.

Passes will be issued at the discretion of the staff member and only for proper and legitimate reasons.

## **SCHOOL CLOSING**

In the event of severely inclement weather or mechanical breakdown, school may be closed or starting time delayed. School closing, delayed starting time or early dismissal will be announced over the radio and television stations.

Please do not call school authorities; their phone lines must be kept open for emergencies.

Students and parents will be notified in advance of pre-planned early dismissals.

## **SPECIAL SERVICES**

Various special services are available to assist students. Services include a full time nurse, a psychologist, a speech and hearing therapist, career education specialist, guidance personnel, etc. A listing of community resources is also available from the guidance office.

## **TELEPHONES**

Telephones in school offices are to be used only for school business. Students will be called to the telephone only in extreme emergencies; only messages of an urgent nature will be delivered to students.

## ELECTRONIC COMMUNICATION DEVICES USAGE POLICY

Students may possess electronic communication devices only under the following conditions:

- Section 1.** Electronic communication devices must remain in the OFF position at ALL times during the instructional day whether in the school building or on school grounds. Any use of electronic communication devices during the school instructional day, including during lunch periods and change of classes shall, be grounds for appropriate discipline. Forgetting to turn off a cell phone is not a valid excuse for a violation of this requirement.
- Section 2.** Electronic communication devices must be kept out of sight during the instructional day. Electronic communication devices must be kept in a locker, book bag, backpack, pocket or purse during the instructional day. Electronic communication devices shall not be kept in or on waistbands or other areas of clothing that can be easily accessed or viewed during the instructional day.
- Section 3.** Electronic communication devices may not be used while traveling on District school buses except in cases of emergency **and** with approval from the bus driver.
- Section 4.** Any use of an electronic communication device during testing will be considered cheating and will be addressed accordingly.
- Section 5.** Building principals may grant individual students permission to use electronic communication devices during the instructional day upon advance requests based on unique circumstances or in cases of an emergency.

School building principals shall have the authority to further restrict possession of electronic communication devices in their individual buildings in order to maintain the principles of this policy and the unique circumstances of their individual schools or grade levels.

Should a student be observed using an electronic communication device, or if a device rings or beeps during the instructional day, disciplinary action will be taken including but not limited to confiscation of the device, loss of the privilege of carrying the device permanently or for a limited period and other options for student discipline as reasonable under the circumstances.

Should a device be confiscated for violation of this policy, the student's parent(s) or guardian(s) may pick up the device from the school after showing proof of ownership such as a phone bill and following a conference with the building administrator. By this policy, parents and/or guardians are on notice that confiscated devices that are not claimed by the end of the school year, shall be disposed of appropriately.

The East Cleveland City School District shall not assume responsibility for devices that are damaged, lost or stolen when brought to school or after being confiscated for violation of this policy.

Adopted by Resolution 44/07  
February 12, 2007

# UNIFORM DRESS CODE

## (CAMPUS WEAR)

The East Cleveland City School District recognizes the need to maintain an orderly, appropriate and safe learning environment.

The goal of the Campus Wear (Dress Code) Policy is to place the focus on excellence in education.

Studies indicate that requiring students to wear uniformed dress results in increased attendance and graduation rates and fewer student suspensions.

The Campus Wear (Dress Code) allows the schools to more readily identify unauthorized persons on school property.

The East Cleveland City School District Board of Education authorizes the Superintendent to implement the current Campus Wear (Dress Code), with the following stipulations effective for the 2015-2016 school year.

- Students will not be permitted to wear T-shirts of any kind. Students will be required to wear shirts or blouses with collars in white or blue.
- Students will not be permitted to wear jeans (of any kind).

Effective for the 2015-2016 school year, the following Campus Wear (Dress Code) will be in full effect as indicated.

### **BOYS-GRADES KINDERGARTEN THROUGH SIXTH**

Solid white or blue dress shirts (shirts must be tucked in at all times)  
Solid blue or black dress pants  
Solid blue, black or white socks  
Solid blue, black or white sweaters  
Solid black dress shoes  
Athletic (tennis shoes)  
Solid blue or black belts must be worn on pants with belt loops  
Solid blue or black blazers, vests or ties (optional)

### **YOUNG ADULT MEN – GRADES SEVEN THROUGH TWELVE**

Solid white or blue dress shirts (shirts must be tucked in at all times)  
Solid blue or black dress pants  
Red and black striped ties (required)  
Solid blue, black or white socks  
Solid blue, black or white sweaters  
Solid black dress shoes  
Athletic (tennis shoes)  
Solid blue or black belts must be worn on pants with belt loops  
Solid blue or black blazers, vests or ties (optional)  
Should seventh grade students be housed at Heritage Middle School, the Young Adult Men Campus Wear (Dress Code) will be applicable to seventh graders.

### **GIRLS – GRADES KINDERGARTEN THROUGH SIXTH**

Solid white or blue blouses/shirts (blouses/shirts must be tucked in at all times)  
Solid blue or black skirts, skorts, jumpers (at or below the knee when standing)  
Solid blue or black pants  
Solid blue, black or white sweaters  
Solid blue or black shoes (two inch heel maximum)  
Athletic (tennis shoes)  
Solid blue, black or white socks, stockings or tights

Solid blue or black belts must be worn on pants with belt loops  
Solid blue or black blazers, vests or ties (optional)

**YOUNG ADULT WOMEN – GRADES SEVENTH THROUGH TWELVE**

Solid white or blue blouses/shirts (blouses/shirts must be tucked in at all times)  
Solid blue or black skirts (at or below the knee when standing)  
Solid blue or black dress pants  
Solid blue, black or white sweaters  
Solid blue or black shoes (two inch heel maximum)  
Athletic (tennis shoes)  
Solid blue, black or white socks, stockings or tights  
Solid blue or black belts must be worn on pants with belt loops  
Solid blue or black blazers, vests or red and black striped ties (optional)  
Should seventh grade students be housed at Heritage Middle School, the Young Adult Women Campus Wear (Dress Code) will be applicable to seventh graders.

**NOT PERMITTED**

Baggies or sagging pants/slacks  
Short pants or three quarter pants/slacks  
Denim or leather garments  
Sandals, open toe, backless shoes, stiletto heels and flip flops  
Ostentatious (intended to attract notice) display of jewelry (chains, earrings)  
Sleeveless shirts, blouses, halters, midriff tops, T-shirts and stretch pants  
After five attire  
Leggings  
Excessive splits in skirts  
Sweat bands, hair rollers, bandannas, hats, caps, etc.  
Non-prescription glasses/sunglasses  
Headphones, CD players, cellular phones, or any electronic devices  
No insignias that imply membership in an unauthorized organization, club or group  
Boots above the calf.

**PERMITTED**

Solid blue, black or white scarves only worn for cultural, religious or documented medical reasons  
Solid blue, black or white hats only worn for documented medical reasons  
Clothes worn for religious reasons must be in Campus Wear (Dress Code) colors (blue, black or white).

**SPIRIT/DRESS DOWN DAYS**

The Board of Education authorizes the Superintendent to designate spirit/dress down days when deemed appropriate.

## CONSEQUENCES RELATIVE TO THE “CAMPUS WEAR” POLICY

The following will serve as consequences for violations of CAMPUS WEAR (Uniform Dress Code) effective with the 2015-2016 school year:

### GRADES K-6

1 <sup>st</sup> Offense .....	Parent Notification (Via Letter and Telephone Call)
2 <sup>nd</sup> Offense .....	Parent Return to School with Student
3 <sup>rd</sup> Offense .....	Saturday School or After School Detention
4 <sup>th</sup> Offense .....	Intent to Suspend Notification One (1) Day Suspension
5 <sup>th</sup> Offense .....	Category II Violation (Chronic Offender/Repeated Violations)

### GRADES 7-12

1 <sup>st</sup> Offense .....	In-school Suspension
2 <sup>nd</sup> Offense .....	Parent Return to School with Student In-school Suspension
3 <sup>rd</sup> Offense.....	Saturday School or After School Detention
4 <sup>th</sup> Offense.....	Intent to Suspend Notification 1-2 Day Suspension
5 <sup>th</sup> Offense.....	Category II Violation (Chronic Offender/Repeated Violations)

Adopted by Resolution 117/07  
April 16, 2007

## **EAST CLEVELAND CITY SCHOOL DISTRICT'S SEX DISCRIMINATION AND SEXUAL HARASSMENT POLICY COVERING STUDENTS**

No student shall, on the basis of his or her sex, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or opportunity offered by the District.

The East Cleveland City School District is mandated to provide a Sex Discrimination and Sexual Harassment Policy Covering Students, therefore be it

No student shall, on the basis of his or her sex, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or opportunity offered by the District.

A student's right to freedom from discrimination on the basis of sex includes the opportunity to learn in an environment untainted by sexual harassment. Sexually offensive speech and conduct are wholly inappropriate to the operation of the School District and will not be tolerated. This policy or a version which provides students adequate notice of the prohibition against sex discrimination, including sexual harassment, the conduct that constitutes sexual harassment, and the complaint procedure for reporting discrimination and harassment shall be included in the student handbooks.

It shall be a violation of this Policy for any District employee, student, or third party to discriminate on the basis of sex against a student, to harass a student through conduct or communications of a sexual nature as defined below, or to have romantic or sexual relations with a student. Retaliation in any form against those persons alleging that sexual discrimination and/or harassment has occurred or participating in the investigation of the complaint is also prohibited.

Any teacher, counselor or administrator who receives a report, verbally or in writing, from any student regarding sexual harassment of that student must forward that report to the building principal or Title IX Coordinator within one school day or within a reasonable period of time if there is a good cause for the delay. Any building principal receiving a report of sexual harassment shall promptly notify the Title IX Coordinator.

### Definition of Sexual Harassment

1. Sexual harassment is unwelcome conduct of a sexual nature. Such conduct can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature, when made by a member of the school staff or a third party (e.g., a visiting speaker or visiting athletes) to a student or when made by any student to another student. Such actions constitute sexual harassment when:

- a) Submission to such conduct is made, either explicitly or implicitly, a term or condition of a student's education;
  - b) Submission to or rejection of such conduct by a student is used as the basis for academic decisions affecting that student; or
  - c) The conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an education program or activity or creates an intimidating, hostile or offensive academic environment;
  - d) Sexual harassment, as defined above, may include, but is not limited to, the following:
    - 1) Verbal harassment or abuse;
    - 2) Pressure for sexual activity;
    - 3) Repeated remarks to a person, with sexual or demeaning implications;
    - 4) Unwelcome touching; or
    - 5) Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, etc.
2. Unwelcome: Conduct is unwelcome if the student did not request or invite it and regarded the conduct as undesirable or offensive. Acquiescence in the conduct or failure to complain does not always mean the conduct was welcome.

### Complaint Procedure

Any student who alleges sex discrimination or sexual harassment by any District employee, student, or third party may complain to a guidance counselor, teacher, Superintendent, any other school employee whom the student trusts, or directly to the Title IX Coordinator through the Title IX Grievance Procedure as set forth in Board Policy. The person to whom the complaint was made shall within one (1) school day report the complaint to the Title IX Coordinator. If the Title IX Coordinator or Superintendent is the employee alleged to have engaged in the sexual harassment, the report shall be made to the President of the Board of Education.

The Board hereby designates the Title IX Coordinator for the School District:

**Andratesha Fritzgerald**  
East Cleveland City Schools  
1843 Stanwood  
East Cleveland, Ohio 44112  
(216) 268-7975

Retaliation against those who file a complaint or participate in the investigation of the complaint is prohibited. Therefore, filing of a complaint or otherwise reporting sexual harassment will not reflect upon the student's status nor will it affect future employment, grades, or work assignments.

### Discipline

A substantiated charge against a student in the School District shall subject that student to disciplinary action, including suspension or expulsion, consistent with the Student Discipline Code.

## **PROCEDURE FOR SEXUAL HARASSMENT/TITLE IX GRIEVANCES FOR STUDENTS**

The Board of Education, employees, students and third parties shall not discriminate on the basis of sex, including sexual harassment, in any of the program or activities of the School District.

The East Cleveland City School District is mandated to provide a grievance procedure for Title IX complaints for employees and students.

The Board of Education, employees, students, and third parties shall not discriminate on the basis of sex, including sexual harassment, in any of the programs or activities of the School District.

The Board hereby designates the Title IX Coordinator for the School District:

**Andratesha Fritzgerald**  
East Cleveland City Schools  
1843 Stanwood  
East Cleveland, Ohio 44112  
(216) 268-7975

The Title IX Coordinator's duties shall include, but not be limited to, coordinating the School District's effort to comply with and carry out its responsibilities under Title IX and carry out an investigation of any complaint communicated to the School District alleging its noncompliance with Title IX or alleging any actions which would be prohibited by Title IX in accordance with the procedures set forth hereinafter. The Title IX Coordinator may be assisted by such additional personnel as from time to time may be appointed.

Complaints involving alleged discrimination on the basis of sex in any District program or activity, including complaints of sexual harassment, shall be handled in accordance with the following procedure unless a policy has been adopted to deal with the specific discrimination. If a more specific policy exists, that policy shall be followed.

Step 1: Any student or employee who has a complaint of alleged sex discrimination

may attempt promptly to resolve the complaint by discussion with the building principal or immediate supervisor in case of classified employees. If the building principal or immediate

supervisor is the subject of the complaint, the complaint may be discussed with the Title IX Coordinator. If the Title IX Coordinator is the subject of the complaint, the complaint may be discussed with the Superintendent or the Board. The individual who receives the complaint shall keep a written record of the discussion and provide a copy to the student or employee involved.

Step 2: If the complaint is not resolved in Step 1, or if the student or employee elects not to use Step 1, the student or employee may, within ten (10) calendar days of the alleged discrimination, file a complaint in writing with the Title IX Coordinator. The complaint shall be in writing and describe, in as much detail as possible, the facts of the situation, including the following information: name and address of the complainant; the date and nature of the alleged discriminatory act; names of the persons responsible; names of possible witnesses; the relief requested; and any other information thought relevant. The Title IX Coordinator shall provide for interim measures deemed necessary to protect the complainant from further harassment or retaliation during the course of the investigation.

Step 3: Within ten (10) calendar days of receiving the written complaint, the Title IX Coordinator shall arrange a meeting to discuss the complaint with the complainant and/or the person named in the complaint. The Title IX Coordinator may review any relevant documents submitted by either party and interview possible witnesses to the alleged discriminatory action.

The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the District's legal obligation, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

Step 4: The Title IX Coordinator shall give a written answer to the complainant and the person named in the complaint by certified mail, return receipt requested, within ten (10) calendar days after completing his or her review of the complaint. If harassment is found to have occurred, the Title IX Coordinator shall recommend what steps are necessary to ensure that the discrimination and/or harassment is eliminated for the complainant and other individuals affected and to correct its discriminatory effects on the complainant and others, if appropriate.

Step 5: If the decision rendered by the Title IX Coordinator does not resolve the complaint to the satisfaction of the complainant, such person can, within ten (10) calendar days, appeal in writing to the Board. The notice of appeal shall be sent to the Title IX Coordinator and a copy filed with the Treasurer of the Board. Failure to file such appeal within ten (10) calendar days from the receipt of the written memorandum of the Title IX Coordinator's action on the complaint shall be deemed a waiver of the right to appeal. The Superintendent shall place the matter on the agenda for the next meeting of the Board to be held within thirty (30) days, and the complainant shall be advised in writing of the time, place, and date of the meeting.

The complainant and the person named in the complaint shall receive written notice of the meeting no less than five (5) calendar days in advance of the meeting. The Board shall act upon such appeal officially no later than its next regular meeting following the meeting with the complainant. Copies of the final decision shall be sent to the complainant, the person named in the complaint, the Title IX Coordinator, and building principal or supervisor. The decision of the Board shall be final.

If the grievance cannot be resolved through the above procedure, a request for an official interpretation may be filed with the U.S. Department of Education - Office for Civil Rights, 600 Superior Avenue East, Suite 750, Cleveland, Ohio 44114-2611.

# UNIFORM DISCIPLINE CODE

## Philosophy

We believe that discipline is necessary for a school to achieve an effective climate for learning. The best type of discipline is self-discipline. The school staff must foster students' growth toward self-control and self-discipline by striking a proper balance between internal and external controls, a balance between incremental student freedom and excessive regimentation in each classroom as well as in the school as a whole.

We believe that discipline and good citizenship are primarily **TEACHING FUNCTIONS** of the school staff and secondarily an administrative function of principals. Discipline must be taught, and it can and must be learned by students. Thus, the roots of a well-disciplined school lie in what is learned by students in the total school environment, including the curriculum, classroom and the behavior of other students in classroom and non-classroom areas. The examples and attitudes of the adults in the building influence significantly the behavior and citizenship of students. When citizenship instruction provided at each grade level and in every course does not produce positive conduct on the part of some students, principals should provide reinforcement and support to teachers by applying other positive and corrective disciplinary measures to referred students.

We believe that quality teaching, consistently experienced by students in all their classes and courses, as well as a positive climate in the school as a whole, will produce interested, motivated, involved, successful learners, and will, as a result reduce the incidence of student misconduct.

We understand that interest, involvement, and assistance in a supportive role with their own children is not only an obligation of parents but also a necessary condition to the success of teachers and principals in bringing about good conduct and good school citizenship on the part of students. To this end, the Board will expect parents to play their full, responsible role in guiding their children and cooperating with school staff members.

## STUDENT RIGHTS AND RESPONSIBILITIES

We believe that students have the following rights and responsibilities:

### Student Rights:

- Freedom of inquiry, speech, expression and assembly subject to reasonable limitations upon the time, place, and manner of exercising such rights;
- Present petitions, complaints or grievances to school authorities and have the right to prompt replies, subject to reasonable limitations upon the time, place, and manner of exercising such right;
- Use established channels to voice their opinions in the development of curriculum;
- Equal educational opportunity;
- Consult with teachers, counselors, administrators and other school personnel at reasonable and appropriate times;

- Expect fair and equitable treatment from school authorities;
- Upon request, view the contents of the cumulative academic record and be apprised, with parental permission, of the contents of their supplemental record at reasonable times during school hours;
- Know the requirements of a course of study and to know on what basis their grade will be determined;
- Be involved in school activities provided they meet the reasonable qualifications of the sponsoring organization;
- Procedural due process whenever they are subject to disciplinary action;
- Act in their own behalf in matters which affect their role as students at the time they become eighteen years of age, except that parents or guardians of an eighteen year old dependent student shall receive notification of matters affecting such student.

### **STUDENT RESPONSIBILITIES**

- Attend school daily, be on time and prepared for classes and pursue their course of studies;
- Be aware of all rules governing student behavior and to conduct themselves accordingly;
- Submit to reasonable corrective action or consequence imposed by school authorities;
- Express their opinions and ideas in a respectful manner so as not to libel or slander others;
- Dress in a manner which is not disruptive to the educational process and is not threatening to the health and safety of others;
- Conduct themselves in a manner which will not disrupt or deprive others of their education;
- Follow established procedures in seeking changes in those policies, rules or regulations which affect them and with which they disagree;
- Comply with the lawful instructions of school personnel in the performance of their duties;
- Identify themselves, upon request, to any school District personnel in the school building, on school grounds, and at school-sponsored events, or on school buses.

### **EACH SCHOOL PRINCIPAL, WORKING IN CONCERT WITH THE FACULTY SHOULD:**

1. Set standards of student conduct in the classroom, non-classroom areas of the building, on school grounds, and in related school activities;
2. Outline specific types of acceptable conduct;
3. Specify the types of **PREVENTATIVE PROGRAMS**, support services, and aspects of school climate which will be maintained to develop student values and habits leading to good conduct;
4. Specify the types of **CORRECTIVE MEASURES** that will apply to those students who violate school citizenship standards;
5. Provide for appropriate involvement of the student's parents;
6. Outline the rights of the student and parent in instances of misconduct and application of corrective measures;
7. Provide for faculty in-service as well as periodic faculty evaluation and assessment of school climate and discipline.

All members of a school staff should individually implement the school's discipline plan and program in all areas of the school. All members of the school staff shall report student violation of the Uniform Discipline Code to the administration.

## **ATTENDANCE POLICY**

The policy of the East Cleveland City School District mandates that every student enrolled within the District shall attend school every day and on time. Toward that end, school administrators will implement compulsory attendance policies. Additionally, when appropriate, school personnel will seek the support of agencies and persons external to the school District to assist in implementation of these mandates.

### **ABSENCE FROM SCHOOL/CLASS**

Regular attendance is an important factor in the establishment of a good scholastic record. Work missed through an absence from school is difficult to make up. There is no substitute for the actual participation in the daily classroom discussion and work.

Parents have the responsibility to encourage students to do their best work in school, stress regular and timely school attendance, understand school rules and cooperate with school personnel in enforcing them.

Students have the responsibility to attend school regularly, to be on time to each of his/her classes and to behave in ways, which foster academic excellence and good citizenship.

### **GENERAL PROCEDURES**

1. The school administrator's office shall have on file a completed Registration Form for each student which includes demographic information and the parent's signature made available for comparative purposes when necessary.
2. At the beginning of the school year, the administrator (or his/her designee) shall inform the students and their parents of the East Cleveland City School District Attendance Policy.
3. The administrator shall inform the students, parents, and/or legal guardians that they have the responsibility of notifying the school by telephone and/or by note if a student is going to be absent or tardy to school. A written explanation regarding the student's absence and/or tardiness shall accompany the student when he/she returns to school.
4. Students transported by board-owned vehicles shall be marked "Excused Tardy" if they are late as a result of transportation problems, inclement weather or similar difficulties.
5. The homeroom teacher shall check attendance daily; and keep an accurate record of each student's attendance, absence; and tardiness where applicable on the appropriate forms.
6. Each classroom teacher shall report all absences daily to the office on the appropriate attendance form.
7. The appropriate school personnel shall contact the parent by telephone whenever a student is absent unless prior contact has been made.

### **EXCUSED ABSENCE**

#### **1. Personal Illness**

The approving authority (principal, or his/her designee) may require a doctor's certificate if it is deemed advisable.

#### **2. Quarantine of the Home**

Absence under this condition is limited to the length of the quarantine as filed by the proper health authorities.

#### **3. Death in Immediate Family**

Absence is limited to a period of three days unless reasonable cause may be shown by the child for a longer absence.

#### **4. Observance of a Religious Holiday**

Any child of religious faith may be excused for observance of a religious holiday consistent with his creed or belief.

**5. Emergency**

Emergency or set of circumstances which in the judgment of the Superintendent of Schools or his/her designee constitutes a good and sufficient cause of absence from school.

**UNEXCUSED ABSENCE**

Unexcused absences are those requested by parents for reasons other than those provided above. So varied are the examples of unexcused absences that any listing would be unwise and would suggest there are limits. Good administrative judgment is the prime requisite in deciding when absences may be excused or unexcused.

Any unexcused absence may be considered truancy. All truancy will be referred to the appropriate principal who will in turn take appropriate action.

In the event a student has three absences, the principal/designee will contact the parents of the student to determine the problem and offer assistance.

Once the student has accumulated five unexcused absences, the school will notify the parents that the student is in danger of failing.

**EXTENDED TRUANCY**

Any unexcused absence for ten consecutive days will be considered extended truancy and referred to Pupil Personnel Services (PPS) for appropriate action.

**TRUANCY**

First Offense: (1-3 days)	Referral to the appropriate principal and notify parents. (Note offense)
Second Offense:(4-6 days)	Parent Conference Detention
Third Offense (7-9 days)	Saturday morning detention (high school) In-school suspension Suspension from school.
Fourth Offense: (10 days)	Referral to Pupil Personnel Services (PPS)

**NOTE:** Offense: Any infraction or violation of school rules.

**CLASS ATTENDANCE (GRADES 7-12)**

Students who have accumulated ten unexcused absences in a course during the semester, upon the combined recommendation of the classroom teacher and building administrator, may not receive credit for the course for the semester. A student appeal process will be developed.

The procedure relating to unauthorized absences from individual classes (class cuts) is as follows:

- All teachers will take attendance and check the absent list in every class.
- All unauthorized absences will be sent to the appropriate office.
- The parent will be notified when the first verified incident of class cutting occurs.

- Confirmation of a second cut will result in one of the following disciplinary measures:
  1. Parent conference
  2. Saturday morning detention
  3. In-school suspension
  4. Confirmation of a third cut will result in a three-day suspension.
  5. Confirmation of a fourth cut will be referred to the building principal/designee for further remediation.

**TARDINESS TO SCHOOL**

- All students must be in their seats when the tardy bell rings.
- Tardiness to school can be excused only upon presentation of a note signed by a parent or guardian. This note must include the student’s name, date, homeroom number and the reason for tardiness. A phone number where the parent can be reached must also be included.
- Tardiness for any reason other than illness, doctor’s appointment, or family emergencies is an unexcused tardiness. Any questionable reasons for notes should be referred to the building principal/designee for final determination of status.

**CONSEQUENCES**

**GRADES K-6**

1st Tardy	parent notification
4 Tardies	written parent notification
5-6 Tardies	warning letter sent to parent, detention (students 3-6)
7-9 Tardies	<p style="text-align: center;">One of the following:</p> <ul style="list-style-type: none"> <li>➤ parent conference</li> <li>➤ detention/lunch detention</li> <li>➤ essay</li> <li>➤ suspension of student privileges</li> <li>➤ in-school suspension</li> </ul>
10th Tardy	referral to Pupil Personnel Services

## **GRADES 7-12**

Any student arriving tardy to school – regardless of the time – must report to his/her Principal’s Office and obtain an admission slip. This policy is in effect per semester.

Any school student failing to attend detentions will be subject to suspension from school.

1st Offense	3 unexcused tardies to school 1 day Saturday School or detentions and parent contact by administrator
2nd Offense	1-2 days Saturday School detentions, In-School Suspension(ISS)
3rd Offense	7 unexcused tardies to school – 1-3 days ISS and parent contact
4th Offense	10 unexcused tardies to school –3 days ISS and parent contact or out of school suspension
5th Offense	15 or more unexcused tardies to school – 3 days ISS, 3-10 days suspension and/or referral to Pupil Personnel Service

## **TARDINESS TO CLASS 7-12**

All teachers will admit tardy students to class with or without a pass. Students will be given passing time as determined by the Master Schedule. Students will use this time to attend to personal needs and at the same time maintain an orderly class change. All students who are found in violation of the foregoing rule will be subject to disciplinary measures. This policy is in effect per semester.

Any student arriving tardy must be admitted to class and disciplined by the classroom teacher, except on the incidences designated below in which case a referral should be written and sent to the office.

1st Offense	1 unexcused tardy the student will be disciplined by the classroom teacher
2nd Offense	2 unexcused tardies parent notification must be made by classroom teacher
3rd Offense	3 unexcused tardies to class – 1 day Saturday School or detentions and parent contact by administrator
4th Offense	5 unexcused tardies to class letter home – 1-2 days Saturday School, detentions In-School Suspensions (ISS)
5th Offense	7 unexcused tardies to class 1-3 days ISS and parent contact

6th Offense	10 or more unexcused tardies to class, 3 days ISS and parent contact or out of school suspension
7th Offense	15 or more unexcused tardies to class, 3 days ISS, 3-10 days suspension out of school
8th Offense	referral to Pupil Personnel Service

## **INFRACTIONS**

The following is a list of infractions which are in effect throughout the school day, to and from school, on the school bus and at all school sponsored activities.

### **CATEGORY 1**

- Assault
- Weapons
- Dangerous Firearms
- Arsons
- Controlled Substances / Alcohol – selling, distributing, and/or possessing/under the influence
- Sexual Assaults
- False Alarms/Bomb Threats
- Explosives
- Serious Vandalism
- Robberies
- Major Thefts
- Extortion / Coercion
- Embezzlement
- Burglaries / Breaking and Entering
- Verbal or Written Menacing / Threatening / Stalking
- Gang Policy Violations
- Counterfeit Weapons
- Aiding and Abetting –
- Hazing
- Intimidation/ Bullying
- Gambling / Gambling Devices
- Sexual Misconduct
- Public Indecency
- Tobacco Use / Possession
-

## **CATEGORY 2**

- Minor Vandalism
- Chronic Fighting
- Fighting and Inciting Violence
- Minor Thefts
- False Reporting of a Serious Matter
- Trespassing
- Counterfeit Controlled Substances
- Chronic Offender / Repeated Violations in Categories 3 & 4
- Improper use of School Computer Network / Internet –
- Gross Disrespect
- Insubordination / Failure to Comply

## **CATEGORY 3**

- Endangering Self or Others
- Disrespectfulness
- Forgery
- Plagiarism
- Failure to Identify Oneself / Student ID Badges
- Leaving Campus
- Throwing Objects
- Failure to Disperse

## **CATEGORY 4**

- Failure to follow class/school rules including but not limited to:
- Littering
- Hall Pass
- Lying
- Cheating
- Inappropriate Display of Affection – Consensual
- Attendance Policy Violations
- Unauthorized Area
- Failure to follow directions during fire drills or other emergency drills or incidents
- Unauthorized Fundraising
- Lunchroom Regulation Violations
- Inappropriate Dress
- Disruptive Behavior – including but not limited to:
  - ❖ Yelling
  - ❖ Name calling
  - ❖ Possession of Electronic Devices
  - ❖ Tantrums / Disorderly Conduct

**LIST OF CONSEQUENCES AND INTERVENTIONS**

<p>Category 1</p>	<p>Mandatory Expulsion (forfeited credit if expelled)          Police Report, where applicable          Suspension          Forfeited Credit          Pupil Services          Restitution of damages, if applicable</p>
<p>Category II</p>	<p>To be determined by the circumstances of the offense          Expulsion (forfeited credit if expelled)          Suspension          Referral to Community Resources (Mental Health Agencies, Human Services, Juvenile Court)          Police Report, if appropriate          Review by Pupil Services Team          Restitution of Damages, if applicable</p>
<p>Category III &amp; IV</p>	<p>Progressive Discipline as follows:          The reasonable progression of corrective measures to remediate the infraction. These are not necessarily in the order to be administered, but to be determined by the circumstances of the offense.          Detention          Essays based on misbehavior          In-school counseling          Supervised time out          Denial of privileges          Referral to student court          Parent conferences 1) phone 2) in person          Daily / weekly feedback to parents          Schedule conferences to include but not limited to: teachers, students, counselor, parent, administrator          Parent education          Referral to Special Services Team          Behavior Plans          Referral to Community Resources (Mental Health Agencies, Human Services, Juvenile Court)          School Service Duty          Community Service Duty          In-School Suspension – up to ten days          Removal from school          Temporary confiscation of student property which violates Uniform Discipline Code          Forfeited assignment credit          Warning – written or oral</p>

## **DEFINITIONS OF INFRACTIONS**

### **CATEGORY I**

#### **ASSAULT**

- Cause or attempt to cause serious physical harm to another
- Cause or attempt to cause physical harm to a school official

#### **WEAPONS**

- The possession, handling, transmission, concealing, or ready access to a dangerous weapon or any instrument/object capable of harming another person (including but not limited to: chains, brass knuckles, scissors, mace, pepper spray, etc.).

#### **DANGEROUS WEAPONS (FIREARMS, KNIVES, BRANDISHED COUNTERFEIT FIREARMS)**

- The Board is committed to providing the students of the District with an educational environment that is free of the dangers of firearms, knives, and other dangerous weapons.
- The definition of a firearm shall include any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device (as defined in 18 U.S.C.A. Sections 921), which includes any explosive, incendiary, or poisonous gas; bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine or device similar to any of the devices described above. A knife is defined as a cutting instrument having a sharp blade.
- Unless a student is permanently excluded, the Superintendent, shall expel a student from school for a period of one year for bringing a firearm or knife to a school operated by the Board or onto any other property owned or controlled by the Board, or for possessing a firearm or knife at a school or on any other property owned or controlled by the Board, which firearm or knife was initially brought onto school property by another person, except that the Superintendent may reduce the requirement on a case-by-case basis in accordance with this policy. Any such expulsion shall extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.
- Matters which might lead to a reduction of the expulsion period, include the student's mental and/or physical characteristics or conditions; the age of the student and its relevance to the punishment; the prior disciplinary history of the student and/or the intent of the perpetrator.

A student is suspended, expelled, removed or permanently excluded from school for misconduct involving a firearm or knife also loses his/her driving privileges. The District must notify the county registrar and juvenile judge within two weeks of the suspension, expulsion or permanent exclusion. The Board prohibits students from knowingly possessing an object on school premises, in a school or a school building, at a school activity or on a school bus if both of the following apply. The object is indistinguishable from a firearm, whether or not the object is capable of being fired. The person indicates that the person possesses the object and that it is a firearm or the person knowingly displays or brandishes the object and indicates that it is a firearm.

As defined by Ohio law and for purposes of this policy, an “object that is indistinguishable from a firearm” means an object made, constructed or altered so that, to a reasonable person without specialized training in firearms, the object appears to be a firearm. Students found in violation of numbers 1 and 2 above may be reported to the local police authority and may be prosecuted under state criminal statutes, as well as disciplined in accordance with the provisions of the District’s Uniform Discipline Code and Ohio law.

**ARSON**

- Cause or create risk of harm to persons, and/or any property of another, by means of intentional setting of fire or explosion.

**CONTROLLED SUBSTANCES – SELLING & DISTRIBUTING AND/OR POSSESSING**

- Possession, handling, transmission, concealing or selling any alcoholic beverage, marijuana, narcotic, controlled substance (as defined by Ohio Revised Code 2925.01) or any substance that may cause physical or mental change without legal authorization.

**SEXUAL ASSAULT**

- Engage in any sexual activity with another without his/her consent or when the victim does not have the ability to appraise the situation.
- Cause another to participate in sexual activity without his/her consent.

**FALSE ALARMS / BOMB THREATS**

- Cause or attempt to cause a false alarm or bomb threat.
- Damage or tamper with a fire alarm or other emergency notification equipment.
- Initiate or circulate a report or impending fire, explosion, crime or other catastrophe knowing it is false.

**EXPLOSIVES**

- Possession, handling, transmission, concealing or use of any explosive device or substance which can be used as an explosive (fireworks, caps, firecrackers, homemade bombs, etc.).

**SERIOUS VANDALISM**

- Purposely cause or attempt to cause damage to private or school property whereby destruction or defacement of property is over \$150.00.

**BURGLARY / BREAKING AND ENTERING**

- By means of force, stealth or deception enters onto school property or unauthorized area.

**ROBBERY**

➤ Take another person's money or property by force or harm, or by threat of or harm.

**MAJOR THEFT**

➤ Take or attempt to take the money or property of another (valued over \$150.00) – without consent of the owner or authorized person to give consent.

**EXTORTION / COERCION**

Obtain or attempt to obtain another person's property, services or valuable benefit by threat or coercion, expressed or implied.

Expose or threaten to expose any matter tending to subject any person to hatred, contempt or ridicule.

**EMBEZZLEMENT**

Take money or property for one's use when it is entrusted to the person for another purpose (example – treasurer of an organization uses the organization's money for himself/herself).

**CONTROLLED SUBSTANCES / ALCOHOL USE, UNDER THE INFLUENCE**

Use, consume or be under the influence of any alcoholic beverage, marijuana, narcotic, dangerous drug, controlled substance (as defined by Ohio Revised Code 2925.01) or any unauthorized or controlled substance on school property or at any school function. (See also Alcohol Use by Students/Student Drug Abuse District Policy and Procedures Manual.

**VERBAL OR WRITTEN ASSAULTS / THREATS**

Willful intimidation or threats of harm to another's person, family or property; causing mental distress to other persons.

**AIDING AND ABETTING**

To aid and/or encourage another who is violating a Category 1

**HAZING**

To persecute or harass with meaningless, difficult, or humiliating tasks or to initiate by exacting humiliating performances from, or playing rough practical jokes upon another; causing or creating substantial risk of causing mental or physical harm to any person.

**GANG POLICY VIOLATIONS**

Violations of East Cleveland City School Gang Policy (See East Cleveland City Schools' Policy and Procedures Manual).

**TOBACCO USE / POSSESSION**

Any smoking or possession of cigarettes or other tobacco substance in school building or school grounds or during school sponsored activities.

**COUNTERFEIT WEAPONS**

Counterfeit weapons, such as toy guns, starter guns, etc., or any items that simulate real/actual weapons, the possession, handling, transmission or concealing of such a counterfeit weapon is prohibited.

**GAMBLING / GAMBLING DEVICES**

Engaging in any unauthorized game of chance or contest wherein money or items of value are wagered or being in possession of gambling devices such as, but not limited to dice, playing cards, electronic games, etc.

Knowingly receiving any funds directly or indirectly procured from gambling activities.

**SEXUAL MISCONDUCT**

Any sexually suggestive behavior which disrupts the educational process.

**PUBLIC INDECENCY**

Recklessly exposing his/her private parts or masturbating, engaging in sexual intercourse, engaging in intercourse appearing to ordinary observer to be sexual intercourse or masturbation.

**INTIMIDATION / BULLYING**

1. Forcing another person to do something against his/her will by threats to destruction of reputation, coercion.
2. Willfully engaging in activities that are known to make another feel fearful.

**CATEGORY II**

**MINOR VANDALISM**

Causing or attempting to cause damage to private or school property whereby destruction or defacement of property is \$150.00 or less.

**MINOR THEFT**

Taking or attempting to take the property of another without consent of the owner or authorized person.

**CHRONIC FIGHTING**

Repeated violations of Uniform Discipline Code fighting offenses.

**FALSE REPORTING OF A SERIOUS MATTER**

Communication of false information with the intent to create a threatening or dangerous situation  
Failure to communicate information vital to the prevention of a serious or dangerous situation when asked.

Causing / initiating or circulating any false alarms, inducing panic that may cause inconvenience or alarm and the evacuation of a public place. **COUNTERFEIT CONTROLLED SUBSTANCES**

The Ohio Revised Code makes it illegal to sell, possess, or deliver controlled substances. In as much as the possession or sale of counterfeit controlled substances is harmful to the maintenance of health, safety and discipline of the school district, such sale or possession is subject to school discipline. A counterfeit controlled substance is defined as:

- A. Any drug that bears, whose container or label bears, a trademark, trade name, or other identifying mark used without authorization of the owner or rights to such trade mark, trade name or identifying mark.
- B. Any unmarked or unlabeled substance that is represented to be a controlled substance manufactured processed, packed or distributed.

- C. Any substance that is represented to be a controlled substance but is not a controlled substance or is a different controlled substance.
- D. Any substance other than a controlled substance that a reasonable person would believe to be a controlled substance because of its similarity in shape, size, and color, or its markings, labeling, packaging, distributing, or the price for which it is sold or offered for sale.
- E. No person shall knowingly possess any counterfeit controlled substance nor shall any student knowingly make, sell, offer to sell, give, package, or deliver a counterfeit controlled substance.

No person shall directly or indirectly represent a counterfeit controlled substance by describing either with words or conduct, its effect as being the same, or similar to the physical or mental effects associated with the use of a controlled substance.

No student shall directly or indirectly falsely represent a counterfeit controlled substance as a controlled substance.

#### **TRESPASSING**

Being in a school building or on school grounds or unauthorized school area without permission or while under suspension or expulsion.

Negligently failing or refusing to leave school building or grounds upon being notified to do so by owner or occupant, agent, servant, and/or authorized persons.

#### **CHRONIC OFFENDER/REPEATED VIOLATIONS IN CATEGORIES 3 AND 4**

Multitude of Uniform Discipline Code violations, during the same school year, which create a pattern of serious misconduct.

#### **IMPROPER USE OF SCHOOL COMPUTER NETWORK/INTERNET –**

Offenses of this policy such as obscenities, use without signed consent, etc. are Category 3 or 4 offenses. **Note:** Violations of the School Computer Network/Internet Policy such as threats, vandalism, other illegal activities, etc. are Category 1.

#### **INSUBORDINATION / FAILURE TO COMPLY**

Refusal to comply with school rules or reasonable directives of authorized school personnel.

#### **GROSS DISRESPECTFULNESS**

Extreme offensive behavior toward students, board employees, school visitors or adults in authoritative roles that interferes with the educational process.

The use of oral, written or non-verbal expressions of profane and obscene acts.

#### **FIGHTING AND INCITING VIOLENCE**

1. Physical conflict or encouraging others to engage in physical conflicts and/or engaging in food fights.
2. Disorderly conduct with the intent to facilitate violence.

### **CATEGORY III**

#### **ENDANGERING SELF OR OTHERS**

Actions which put the health or safety of oneself or others in jeopardy.

Failure to follow safety regulations of school or classroom in use of tools or equipment in any activity or utilize equipment, tools, etc. recklessly or in a manner to violate District's Student Safety Policy.

#### **DISRESPECTFULNESS**

Offensive behavior toward students, Board employees, school visitors or adults in authoritative roles that interferes with the educational process.

#### **FORGERY**

Fraudulent reproduction of the signatures of parents, staff or other persons and/or utilizing documents that have been forged or altered and/or selling or distributing documents that have been forged.

#### **PLAGIARISM**

Intentionally copying and/or submitting the work of another as one's own.

#### **FAILURE TO IDENTIFY ONESELF / STUDENT ID BADGES**

1. Refusal to identify oneself on the request of Board employees, visitors, or adults in authoritative roles.
2. Failure to wear student identification badge properly.
3. Defacing student identification badge.
4. Use of another student's identification badge.

#### **LEAVING CAMPUS**

During the school day, students are not permitted to leave campus at any time without permission from the proper school authorities.

#### **FAILURE TO DISPERSE**

Failure to move out of vicinity where any school official orders persons in a vicinity whose presence creates a likelihood of physical harm to persons/property or is causing public inconvenience, annoyance or alarm or is interfering with school official's ability to conduct school business or enforce Uniform Discipline Code.

#### **THROWING OBJECTS**

Throwing any objects that may cause damage, present a safety hazard, disrupt class, or incite hostility such as snowballs, water, water balloons, food, writing utensils, etc.

#### **AIDING AND ABETTING – MINOR**

To aid and/or encourage another who is violating any Category 3 or 4 offense or school / classroom rules.

#### **CATEGORY IV**

Failure to follow Class/School rules such as but not limited to:

#### **LITTERING**

Throwing paper, trash or other materials on the floor, inside school buildings or grounds.

#### **HALL PASS**

All students in the halls during classes must have a pass from a teacher, nurse, administrator, or support staff person. Hall sweeps and lockouts may be used at the discretion of the administration to enforce this rule.

#### **LYING**

Having knowledge of events and/or people but when questioned deliberately giving false information.

#### **CHEATING**

Using, submitting or attempting to obtain data or answers deceitfully.

#### **INAPPROPRIATE DISPLAY OF AFFECTION**

To knowingly touch private areas of another's body, including but not limited to kissing and caressing with consent of the other person.

#### **ATTENDANCE POLICY VIOLATIONS**

Violations include: Failure to check into school properly when tardy or absent, truancy, class cutting, tardiness to class or school.

#### **UNAUTHORIZED AREA**

Students are prohibited from entering or gathering in unauthorized areas (ex. Teachers lounges, boiler room, unattended classrooms, etc.).

#### **FAILURE TO FOLLOW DIRECTIONS DURING FIRE DRILLS OR OTHER EMERGENCY DRILLS OR INCIDENTS**

Students are to remain with assigned teacher during all fire or other emergency drills. Students are to immediately exit the building quickly according to regulations for fire drills and quietly follow directions of staff. Evacuation of the building is not complete until all students are evacuated to the roadside sidewalk. Students are not to remain near the building during any tornado drill. Students are to abide by all regulations for these procedures.

#### **UNAUTHORIZED FUNDRAISING**

Selling items that are not part of an officially sanctioned school fund raiser.

#### **LUNCHROOM REGULATION VIOLATIONS**

Failure to adhere to any of the school's lunchroom regulations.

**INAPPROPRIATE DRESS**

Any dress that is unclean, hazardous to one’s safety or the safety of others, or distracts from the educational process or is in violation of Board Policy in accordance with Board Administrative Policy: Student Dress Code Policy adopted January 10, 2000.

**PARTICIPATE IN DISRUPTIVE BEHAVIOR SUCH AS BUT NOT LIMITED TO:  
YELLING**

Intentionally calling in a loud voice in order to gain another’s attention.

**NAME CALLING**

Calling another person a derogatory name or making derogatory statements about a person which may disrupt the educational process. Examples include, but are not limited to, racial or gender slurs, put downs, etc.

**POSSESSION OF ELECTRONIC DEVICES, TAPE RECORDERS, RADIOS, CD PLAYERS, PAGERS, CELL PHONES, VIDEO CAMERAS, WALKMANS, AND ANY ELECTRONIC DEVICES**

1. Students are not to bring tape recorders, radios, cell phones, pagers, beepers, walkmans, or other electronic devices to school without prior approval from administrative staff.
2. Violating District Policy: Use of Electronic Communications Equipment by Students.

**TANTRUMS / DISORDERLY CONDUCT**

Continuously and intentionally making noise or acting in a manner so as to interfere with a teacher’s or other’s ability to conduct a class or extracurricular activity.

**DUE PROCESS**

To insure that the rights of the student have not been violated and that fairness and consistency are practiced, the East Cleveland City Schools shall maintain the following procedures:

**EMERGENCY REMOVAL**

Students may be removed from the school premises or school activity whenever the Superintendent, Principal, or designee determines that the student poses a threat to persons, property, or the educational atmosphere of the building.

Except in cases of disruptive behavior that interferes with the normal continuance of the school day, no student shall be removed from the school without proper notification to the parent(s)/guardian.

**SUSPENSIONS**

1. The Superintendent or Principal may suspend a student from school 1-10 days for violation of the Uniform Discipline Code following proper notice of intent to suspend and an informal hearing has been held.

2. Prior to suspension, a written notice of the intent to suspend, which shall include the reason, must be given to the student. A telephone call to the parent(s) guardian informing them of this intent shall be made whenever possible.
3. The Superintendent or Principal/designee must provide the student an opportunity to challenge the reasons for the intended suspension or to explain his/her actions in an informal hearing normally held within 24 hours of the written notice. There need not be any delay between the written notice of intent to suspend and the informal hearing.
4. Following the informal hearing, a decision will be made to suspend or not. If the decision is to suspend, the suspension may begin immediately.
5. The above proceedings must be followed if the student is to be assigned to an in-school suspension program.
6. Within 24 hours of the student's suspension, the Superintendent or Principal shall provide written notice of the suspension to the student's parent(s) guardian of the student, Pupil Services and the Treasurer of the Board of Education. The notice shall include reasons for suspension, the length of the suspension and the right of the student/parent(s)/guardian and /or representative to appeal the suspension to the designated Board's appeals officer. The notice shall also state that the concerned party has the right to legal representation at appeal proceedings. The notice should also state that the student is not permitted on East Cleveland City School's property or attend any school-sponsored activity during the term of the suspension.

## **EXPULSIONS**

A student may be expelled from school by the Superintendent for a period not to exceed beyond the end of the current semester or as otherwise authorized by state law.

1. Following a student's violation of a Category I or Category II infraction, written notice and an informal hearing may be held at the building level, (procedure stated herein).
2. After the informal hearing, if the decision is to recommend that the student be expelled, the building principal must provide written notice to the student of this recommendation. The building principal should provide a written recommendation to the Superintendent.
3. A student may be expelled for violation of Category I or Category II infractions of the Uniform Discipline Code after notice and the opportunity for a hearing have been provided.
4. Prior to expulsion, written notice to the student and parent(s)/guardian of the intent to expel must be provided. This notice shall include the specific infraction charged against the student. The notice shall also inform the student, parent(s) guardian of the time of the opportunity for a hearing between three and five days after notice is given, the place of the hearing and the student's right to representation.
5. After the expulsion hearing, if the decision is to expel, the expulsion becomes effective immediately. Within 24 hours, written notice of the expulsion will be provided to the student, parent(s)/guardian, and the Clerk Treasurer of the Board of Education. The notice shall also include the reason(s) for the expulsion and the right to appeal the decision to expel to the Board of Education's designated hearing officer. The notice must also include the right to legal representation at the appeal and to request the hearing be held in executive session.

## **APPEAL**

A student or his parent(s) guardian may appeal his/her expulsion or suspension to the designated hearing officer of the East Cleveland City Schools. Because suspension and expulsion commence immediately after the decision to suspend or expel has been made after a hearing, it is the policy of the Board of Education to provide an appeal as soon as possible.

1. A student or his parent(s)/guardian or representative may appeal his/her suspension or expulsion to the Board's hearing officer.
2. An appeal must be commenced within three school days of the receipt of the notice of suspension or expulsion by giving written notice of the intent to appeal to the Principal of the student's school.
3. Such student or his/her parent(s)/guardian or representative may be represented in all such appeal proceedings. At the request of the student or his/her parent(s)/guardian or representative, the hearing officer may hold the hearing in executive session but shall act upon such suspension or expulsion only in a public meeting. The hearing officer will make his/her recommendation to the Board of Education, which by management vote, affirms the order of suspension or expulsion or may reinstate such student or otherwise reverse, vacate or modify the order of suspension or expulsion. No student shall be suspended or expelled from any school beyond the current semester, or as otherwise authorized by state law.
4. The hearing officer shall make a verbatim record of the hearing held under the above paragraph. The decision of the hearing officer may be appealed under Chapter 2506 of the Ohio Revised Code of the State of Ohio.

## **OTHER PROCEDURES**

### **PHYSICAL FORCE OR RESTRAINT**

Properly authorized school officials are authorized within the scope of their employment to use the amount of force as is reasonable and necessary to:

1. Quell a disturbance threatening physical injury to others.
2. Obtain weapons or other dangerous objects on the person or in the control of a student.
3. For self-defense.
4. For the protection of persons or property.

### **SEARCH OF A STUDENT'S PERSON OR PERSONAL EFFECTS**

Properly authorized school officials may search a student, his personal effects on school property occupied by a student, such as his/her locker or desk, if the school officials have reasonable grounds to believe that such a search will turn up evidence that the student has violated or is violating the law or rules of the school or is needed to maintain order in the school.

When possible, all searches should be conducted in the presence of the student and another witness or witnesses.

## **AUTHORIZED USE OF DETECTION DEVICES**

In order to better insure the safety and welfare of all individuals including students who enter any of the East Cleveland City School District's buildings or grounds, the Board of Education authorizes the use of various detection devices or means including metal detection equipment. Such equipment will be used by District administrators and security forces on the following basis:

1. Reasonable suspension inspection
2. Random whole population inspection.

[Adoption Date: January 10, 2000]

Resolution Amended 191/13  
August 12, 2013

LEGAL REFS: ORC 2923.122  
3313.66 3313.661 3313.662  
18 USC 921  
20 USC 2701 et seq. – Title IX 9001-9005  
20 USC 8921

CROSS REFS: JEGA, Permanent Exclusion

**BULLYING POLICY**  
Adopted November 19, 2007

**Bullying and Other Forms of Aggressive Behavior**

Introduction

Harassment, intimidation, and bullying of students in the school environment can substantially interfere with their ability to learn, perform, and feel safe. Therefore, any conduct, communication, activity, or practice that occurs at any time, on school property, on a school bus, or during any school sponsored event and at the times, and/or places set forth in the Code of Student Conduct, that constitutes harassment, intimidation, or bullying involving students shall be strictly prohibited. Students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. Further, any such conduct, communication, activity, or practice should be immediately reported to the building principal or other responsible school employee. All reports of harassment not covered by this policy shall be investigated in accordance with the policies applicable to the particular harassment.

To implement this policy and to address the existence of harassment, intimidation, or bullying in the schools, the following procedures shall be followed:

- A. Students must report acts of harassment, intimidation, or bullying to teachers, district employees, and/or school administrators;
- B. The parents or guardians of students should file written reports of suspected harassment, intimidation, or bullying with the building principal or other appropriate administrator;
- C. Teachers and other school staff who witness acts of harassment, intimidation, or bullying or receive student reports of harassment, intimidation, or bullying shall notify school administrators;
- D. School administrators shall investigate and document any written or oral reports;
- E. School administrators shall notify the custodial parent or guardian of a student who commits acts of harassment, intimidation, or bullying and the custodial parent or guardian of students against whom such acts were committed, and shall allow access to any written reports pertaining to the incident, to the extent permitted by O.R.C. §3319.321 and the Family Educational Rights and Privacy Act.

1. Definitions of Harassment, Intimidation, or Bullying

- A. In accordance with this policy, "harassment, intimidation, or bullying" means either of the following:
  - 1. Any intentional written, verbal, electronic, or physical act that a student has exhibited toward another particular student more than once and the behavior both:
    - a. Causes mental or physical harm to the other student; and
    - b. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student; or
  - 2. Violence within a dating relationship.
- B. "Electronic act" means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.
- C. The behavior prohibited by this policy is marked by the intent to ridicule, humiliate or intimidate the victim. In evaluating whether conduct constitutes harassment, intimidation, or bullying, special attention should be paid to the words chosen or actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred, of the perpetrator.

2. Conduct Constituting Harassment, Intimidation, or Bullying

Such conduct can take many forms and can include many different behaviors having overt intent to ridicule, humiliate or intimidate another student. Examples of such conduct include, but are not limited to:

- A. Physical violence and/or attacks.
- B. Taunts, name-calling, and put-downs.
- C. Threats and intimidation (through words and/or gestures).
- D. Extortion or stealing of money and/or possessions.
- E. Exclusion from the peer group or spreading rumors.

- F. Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other Web-based/online sites (also known as "cyber bullying"), such as the following:
1. Posting slurs on Web sites where students congregate on Web logs (personal online journals or diaries);
  2. Sending abusive or threatening instant messages;
  3. Using camera phones to take embarrassing photographs of students and posting them online;
  4. Using Web sites to circulate gossip and rumors to other students;
  5. Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers; and
  6. Violence within a dating relationship.

3. Complaint Process

A. Formal Complaints

Students and/or their parents or guardians may file reports of conduct that they consider to be harassment, intimidation, or bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected harassment, intimidation, or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the building principal for review and action. Teachers and other school staff who witness acts of harassment, intimidation, or bullying, as defined above, shall promptly notify the building principal and/or his/her designee of the event observed, and shall promptly file a written incident report concerning the events witnessed.

B. Informal Complaints

Students may make informal complaints of conduct that they consider to be harassment, intimidation, or bullying by verbal report to a teacher or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected harassment, intimidation, or bullying, and the names of any potential student or staff witness. A school staff member or administrator who receives an informal complaint shall promptly reduce the complaint to writing, including the

information provided. Such written report by the school staff member and/or administrator shall be promptly forwarded to the building principal for review and action.

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation, or bullying in other interaction with students. School personnel may find opportunities to educate students about harassment, intimidation, or bullying and help eliminate harassment, intimidation, or bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating, or intimidating another student, even if such conduct does not meet the formal definition of "harassment, intimidation, or bullying."

#### 4. Deliberately Making False Reports

Students are prohibited from deliberately making any false report of harassment, intimidation, or bullying. Students found to have violated this prohibition are subject to the full range of disciplinary consequences, up to and including suspension and expulsion.

#### 5. Confidentiality

The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the District's legal obligation to the complainant, alleged harasser, and witnesses, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

#### 6. Investigation

- A. The investigator should remember that the investigation requires a balancing of the accused's rights, the complainant's right to an environment free of harassment, intimidation, or bullying, and the Board of Education's interest in a prompt and fair investigation.
- B. The investigator shall meet with the complainant within a reasonable period of time from the time of making the complaint. However, the investigator is urged to meet with the complainant as soon as possible.
- C. Following the meeting with the complainant, the investigator shall conduct an investigation to determine if harassment, intimidation, or bullying has occurred. The investigation shall include a conference with the accused and the complainant, as well as any and all other methods which are considered necessary to determine whether harassment, intimidation, or bullying has occurred.

## 7. Post-Investigation Procedures

- A. Upon conclusion of the investigation, the investigator shall issue a written report. The report shall include a determination of whether the accused was found to have engaged in harassment, intimidation, or bullying, was found not to have engaged in harassment, intimidation, or bullying, or whether the investigation was inconclusive. The report shall be issued to the complainant's parents. A copy of the report shall also be sent to the Superintendent or his/her designee.
- B. A finding of no harassment, intimidation, or bullying or inconclusive evidence shall end the investigation.
- C. If harassment, intimidation, or bullying is found to have occurred, the investigator shall recommend what steps are necessary to ensure that the harassment, intimidation, or bullying is eliminated for the victim and other individuals affected by the harassment, intimidation, or bullying and to correct its effects on the complainant and others, if appropriate.

## 8. Retaliation is Prohibited

Retaliation against those who file a complaint or participate in the investigation of the complaint is prohibited. Therefore, filing of a complaint or otherwise reporting harassment, intimidation, or bullying will not reflect upon the student's status, nor will it affect future employment, grades, or work assignments. Further, the administrator is directed to implement strategies for protecting a victim from retaliation following a report.

## 9. Remedial Actions

Verified acts of harassment, intimidation, or bullying shall result in intervention by the building principal or his/her designee that is intended to assure that the prohibition against harassment, intimidation, or bullying behavior is enforced, with the goal that any such harassment, intimidation, or bullying behavior will end as a result.

Harassment, intimidation, or bullying behavior can take many forms and can vary in how serious it is, and what impact it has on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation, or bullying. While conduct that rises to the level of "harassment, intimidation, or bullying" as defined above will generally warrant disciplinary action against the perpetrator of such harassment, intimidation, or bullying, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the building principal.

## 10. Non-Disciplinary Interventions

When verified acts of harassment, intimidation, or bullying are identified early and/or when such verified acts of harassment, intimidation, or bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation, or bullying, its prohibition, and their duty to avoid any conduct that could be considered harassment, intimidation, or bullying. If a complaint arises out of conflict between students or groups of students, peer mediation may be considered.

## 11. Disciplinary Interventions

When acts of harassment, intimidation, or bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Suspension is a possible consequence for a student found responsible for harassment, intimidation, or bullying by an electronic act.

## 12. Strategies for Protecting Victims or Other Persons From New or Additional Acts

- A. Supervise and discipline offending students fairly and consistently;
- B. Provide adult supervision during recess, lunch time, bathroom breaks, and in the hallways during times of transition;
- C. Maintain contact with parents and guardians of all involved parties;
- D. Provide counseling for the victim if assessed that it is needed;
- E. Inform school personnel of the incident and instruct them to monitor the victim and the victim's friends or family members and the offending party for indications of harassing, intimidating, and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed;
- F. Check with the victim and the victim's friends or family members to ensure that there has been no new or additional incidents of harassment/intimidation/bullying or retaliation of the victim or other persons from the offender or other parties.
- G. If necessary to protect a person from new or additional acts of harassment, intimidation, or bullying, and from retaliation following a report, a person may make an anonymous report of an incident considered to be harassment, intimidation, bullying, or retaliation by providing written information to any staff member or administrator. The report should include as much information as possible and shall be forwarded promptly to the building principal for review and action.

In addition to the prompt investigation of complaints of harassment, intimidation, or bullying and direct intervention when acts of harassment, intimidation, or bullying are verified, other district actions may ameliorate any potential problem with harassment, intimidation, or bullying in school or

at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

- A. Respectful responses to harassment, intimidation, or bullying concerns raised by students, parents or school personnel;
- B. Planned professional development programs addressing bully/targeted individuals' problems;
- C. Data collection to document bully/victim problems to determine the nature and scope of the problem;
- D. Use of peers to help ameliorate the plight of victims and include them in group activities;
- E. Avoidance of sex-role stereotyping (e.g. males need to be strong and tough);
- F. Awareness and involvement on the part of all school personnel and parents with regards to bully-victim problems;
- G. An attitude that promotes communication, friendship, assertiveness skills, and character education;
- H. Modeling by staff of positive, respectful, and supportive behavior toward students;
- I. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- J. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and/or
- K. Forming harassment, intimidation, and bullying task forces, programs, and other initiatives involving volunteers, parents, law enforcement, and community members.

This policy shall appear in student handbooks, and in the publications that set forth the comprehensive rules, procedures, and standards of conduct for schools and students in the District. The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students and their custodial parents or guardians. Information regarding the policy shall be incorporated into employee training materials.

Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided annually with age-appropriate instruction on the recognition and prevention of harassment, intimidation, or bullying, including discussion of the consequences of violating this policy, and their rights and responsibilities under this and other District policies, procedures, and rules at student orientation sessions and on other appropriate occasions.

A school district employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with a policy adopted pursuant to this section if that person reports an incident of harassment, intimidation, or bullying promptly in good faith and in compliance with the procedures as specified in the policy.

The District administration shall annually send to each student's custodial parent or guardian a written statement describing this policy and the consequences for violating it. The administration shall semi-annually provide the president of the Board a written summary of all reported incidents and post the summary on the District's website to the extent permitted by state and federal student privacy laws.

LEGAL REFS: O.R.C. §§3313.666; 3313.667 Adopted: August 12, 2014

## **GANG POLICY**

The East Cleveland City School District recognizes that for effective education to take place the system must provide a safe environment in which learning can take place. The presence of gangs and individuals associated with gangs within a school disrupts that environment by threatening the safety and welfare of the students, staff and visitors in the school building and causing disruption to the academic process. The maintenance of an orderly and safe school environment requires certain rules and regulations. Certain behaviors are inappropriate and unacceptable and when a student acts inappropriately, he/she must accept the consequences of that behavior.

As a result of these beliefs, the East Cleveland City School District bans all gangs, gang activities, gang insignia and paraphernalia and individuals associated therewith from school buildings and property at all times. The goal of this ban is to provide a safe and healthy environment for all of the system's students, staff, and visitors.

### **DEFINITION**

A gang is a non-school sponsored group and/or club, which exists without sponsorship of any recognized adult, community or civic organization, whose purpose and practices include the commission of illegal acts, violation of school rules, establishment of territory or "turf," or any actions that threaten the safety or welfare of others, and/or have been identified by a law enforcement agency as being involved in criminal and anti-social behavior or activities.

### **INSIGNIA AND PARAPHERNALIA**

Gang insignia or paraphernalia, as identified by police or another reliable authority, may not be worn or carried by any student on school grounds at any time. This includes:

- Jackets, headbands, shirts, or other clothing that have come to be identified with a gang;
- Medallions or other jewelry with identify gang members or which have come to represent a gang.

Students observed wearing or carrying gang insignia or paraphernalia will be asked once to remove or dispose of it immediately. Those who do not obey are in violation of this regulation and will be immediately ejected from school grounds until such time as the offensive insignia or paraphernalia are either removed or disposed of. Such student(s) may return to school grounds only if accompanied by a parent or guardian.

Students who refuse to remove or dispose of the insignia or paraphernalia will be suspended. A repetition of this offense may result in expulsion.

### **GRAFFITI**

Any student discovered to have been responsible for gang graffiti on school buildings or property will be expelled and prosecuted to the fullest extent of the law.

Parents and students will be held liable for the damage and are responsible for paying any costs of having the damage professionally removed or repaired.

## **ATTACKS**

Students who participate in a gang-related attack upon the person of a student or students or school employees during school hours, on the way to or from school, at any school-sponsored event, or (in the case of a school employee) at any time if connected with the employee's school responsibilities, will be immediately suspended and will likely be expelled.

Students involved in a gang-related attack will be prosecuted for the assault to the fullest extent of the law.

Threats of attack will be considered as an attempt to intimidate and may result in suspension or expulsion.

## **MEETINGS**

Gangs are not permitted to meet or congregate on school grounds at any time. Such meeting or congregating is contrary to the purpose of an educational institution and will be considered as trespassing.

## **TRESPASSERS WILL BE PROSECUTED.**

Students found to be congregating or meeting with gangs on school grounds are subject to suspension or expulsion.

## **RECORDS**

A record of all known gangs and members of such gangs will be compiled and held by school personnel. These lists will regularly be shared with law enforcement officials.

Any student known to be a member of a gang will be barred from representing the schools as a member of an athletic team or as a participant in extra-curricular or co-curricular activities until the gang membership is renounced by the student.

## **RECRUITING**

Any student found to be recruiting a student for a gang membership or threatening a student for either not joining a gang or wishing to withdraw from a gang shall be suspended and may be expelled.

## **WEAPONS**

Lockers, book bags, gym bags, coats or jackets or other containers which are brought into the school may be searched at any time by school personnel should they suspect the presence of a weapon, mace, tear gas, or other chemical weapon.

Students found to have such a weapon on school grounds at any time will be expelled. Such students will be prosecuted to the fullest extent of the law.

Posted notice of this policy is required in all school buildings. As student handbooks are published, they are to include this policy with specific examples where applicable.

**Adoption Date: 1997**

## **CUSTODY**

The school office needs to be notified of any changes in the status of custody of each child. Children will only be released to the legal guardian noted on the enrollment form unless the office has been notified of other arrangements by the custodial parent(s)

## **SUPPORT SERVICES FOR STUDENTS**

### **STUDENT SUPPORT PERSONNEL**

There are a number of support personnel who, individually and collectively, provide services for children and information for parents and teachers to help in planning the student's regular and/or special education program. They include:

#### **SCHOOL PSYCHOLOGIST**

The School Psychologist is available to consult with teachers and parents regarding the behavior and performance of individual children, as well as to administer psycho-educational evaluations for referred students.

#### **SPEECH AND LANGUAGE PATHOLOGIST**

The Speech and Language Pathologists does hearing, speech, and language screenings, individual speech and language evaluations for referred children, and ongoing speech and language therapy for identified children.

#### **SCHOOL GUIDANCE COUNSELOR**

The School Guidance Counselor is available to consult with teachers, parents, and children regarding behavior and performance.

### **HANDICAPPED STUDENT SERVICES**

Special education provisions are made for those students identified through formal evaluation as handicapped. Instruction is offered for children who are

- Developmentally handicapped
- Multiple handicapped
- Severe behaviorally handicapped
- Speech/hearing handicapped
- Hearing handicapped
- Orthopedically other health handicapped
- Specific learning disabled
- Visually handicapped

Qualifications for these programs are arranged through the Special Education Department.

# EAST CLEVELAND CITY SCHOOL DISTRICT

## HOMELESS POLICY

Children who meet the Federal definition of “homeless” will be provided a free and appropriate public education in the same manner as all other students of the District. To that end, homeless students will not be stigmatized or segregated on the basis of their status as homeless and will be assigned to the school serving those non-homeless students residing in the area in which the homeless child is actually living. No homeless student will be denied enrollment based on a lack of proof of residency. No Board policy, administrative guideline, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

Homeless students will be provided services comparable to other students in the District including:

- A. Transportation services;
- B. Educational services for which the homeless student meets eligibility criteria including services provided under Title I of the Elementary and Secondary Education Act or similar State and local programs, and educational programs for children with disabilities, and educational programs for students with limited English proficiency;
- C. Programs in vocational and technical education;
- D. Programs for gifted and talented students; and
- E. School nutrition programs.

The Superintendent will appoint a Liaison for Homeless Children (*Pupil Personnel Services*) who will perform the duties as assigned by the Superintendent. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provisions of education and related services to homeless children and youths.

## **LEGAL NOTICES**

### **ANNUAL NOTICE REGARDING SCHOOL RECORDS**

The “*Federal Family Rights and Privacy Act of 1974*” requires school systems each year to inform parents of students under 18 years of age and students 18 years of age or older of certain provisions of this Act.

The school maintains a cumulative record of the educational development of every student. This record, or educational folder, contains items such as grades, test scores, and other data that are collected to help in developing the best educational program for an individual student.

You have the right to have access to and review of these student records. A written request to review student records is necessary. The school will then arrange a time for a record review at a mutually convenient time. A school staff member will be present to answer questions and provide explanations.

You also have the opportunity to review and question the content of a student’s educational record. If your questions are not answered, or should you question the accuracy or appropriateness of any material found in the record, you may request a hearing in which a formal review of the material in question will take place. Each side will have a fair opportunity to present its viewpoint during this review.

You are assured that confidential records will not be released without prior written parental consent for students under 18 or without prior written consent of students 18 years of age or older. There are a few exceptions to this requirement, such as intra-school record use or responding to a judicial order. School records will also be shared with a school system to which a student is transferring.

“Director Information” such as age, weight, height, grade, address, telephone number, and other routine data may be furnished without written permission, unless an individual requests that such information be withheld.

East Cleveland School District parents should call the Pupil Personnel Services Department (268-6634) or the principal of their child’s school for more information.

### **CHANGE OF ADDRESS**

Change of address must be reported to the school and proof of the new address provided. Failure to do so may result in the withdrawal of the student.

**TO: ALL STUDENTS, PARENTS, AND EMPLOYEES OF THE EAST CLEVELAND CITY SCHOOLS**

In compliance with the rules and regulations of **TITLE IX, TITLE VI** and **SECTION 504**, students, parents, employees, and the community are hereby notified that it is the policy of the East Cleveland City Schools that no person shall, on the basis of sex, race, color, national origin, and/or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational programs or activities, admission policies, or employment practices under its auspices.

Students, parents, or employees who have a grievance should follow the established procedures posted in the offices of all schools in the system.

The East Cleveland City School District's Compliance Officer is **Andratesha Fitzgerald**. Inquiries or requests for information should be directed to:

**Andratesha Fitzgerald**  
East Cleveland City Schools  
1843 Stanwood Road  
East Cleveland, Ohio 44112  
(216) 268-6595

**IT IS THE POLICY OF THE EAST CLEVELAND CITY SCHOOL DISTRICT THAT EDUCATIONAL ACTIVITIES, EMPLOYMENT PROGRAMS AND SERVICES ARE OFFERED WITHOUT REGARD TO RACE, COLOR, NATIONAL ORIGIN, SEX, RELIGION, HANDICAP OR AGE.**

## **TITLE IX — TITLE VI — SECTION 504**

### **GRIEVANCE PROCEDURES — STUDENTS**

Grievances regarding discrimination in admissions, employment, treatment, physical education, access to counseling and courses, athletics, class assignment, Career-Technical Education and work study programs, based upon sex, race, color, national origin, and/or handicap, or related to marital or parental status, should be resolve through the following channels:

Parents should be consulted concerning the validity of your grievance. It is understood that students 18 years of age and older may consult parents or act independently.

Make an appointment in writing with your counselor to discuss your grievance.

If the problem is not resolved, request, in writing, an appointment with the building principal to discuss the matter.

If the matter is not resolved to your satisfaction, submit, in writing, your grievance to the compliance officer. The compliance officer will make the necessary arrangements for you to present your grievance to the grievance committee.

You may expect the finding of the committee within ten (10) days after hearing your appeal.

The action of the grievance committee may be appealed, in writing, within thirty (30) days to the Superintendent of Schools

If the complainant is still not satisfied, the complaint is to be forwarded to the U.S. Department of Education, Region V, Office for Civil Rights, Plaza Nine Building/Room 222, 55 Erieview Plaza, Cleveland, Ohio 44114.

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**EAST CLEVELAND CITY SCHOOLS  
BOARD OF EDUCATION MEMBERS**

**DR. UNA H.R. KEENON, PRESIDENT**

**Ms. EVE LYNN WESTBROOKS, VICE PRESIDENT**

**Ms. GLORIA AVERY-PREASE**

**DR. PATRICIA A. BLOCHOWIAK**

**Ms. TIFFANY FISHER**



**MYRNA LOY CORLEY  
SUPERINTENDENT OF SCHOOLS**

**MARY ANN NOWAK  
TREASURER**

The East Cleveland City School District does not discriminate on the basis of race, color, creed, national origin, age, handicap, or sex. The policy of equal opportunity governs every aspect of the district's operations and activities, including educational programs and employment.